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ABSTRACT

This report describes activities and presents products of a project to provide vocational guidance, placement, and follow-up services to four high schools in Greene County, Tennessee. The narrative reviews the project design and objectives and discusses the audience, personnel and duties, product development, dissemination activities, project impact, recommendations and conclusions, and transportability. The section on dissemination activities contains materials from counselor workshops, the Needs Assessment Survey of employment demands and significant results, information on sex stereotyping distributed to all counselors and vocational teachers, sample placement and followup forms, and sample news releases. Enclosures, amounting to over one-half of the report, include (1) Student/Teacher Handbook; (2) Training Sponsor Handbook (information for employer of cooperative education students); (3) program brochure; (4) final evaluation report; (5) Greene County Guide Book for Guidance, Placement, and Follow Up Program; (6) Business-Industry Job Placement Survey (a guide to prospective job placement and reference to names of managers); (7) Interim Evaluation; and (8) Final Evaluation Report. (YLB)

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FINAL REPORT - RCU

TITLE: An Exemplary Program Designed to Implement a Guidance, Placement and Follow-Up Program to Secondary Vocational School Students

DIRECTOR: Floyd Sellers, Director
Vocational Education

ORGANIZATION: Greeneville-Greene County Schools

ADDRESS: Greeneville-Greene County Vocational School
Route 3, Box 48
Greeneville, Tennessee 37743

FUNDING PERIOD: 1977 to 1981

Level of Funding:		
	FY 1978	$17,692.00
	FY 1979	$27,999.96
	FY 1980	$30,000.00
	FY 1981	$13,000.00
	FY 1982	-0-

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The material in this report was prepared pursuant to P.L. 94-482. The project was funded by the Tennessee Department of Education, Division of Vocational-Technical Education as a program improvement activity under Subpart III of the legislation.

This report has been submitted to the National Center Clearinghouse, The National Center for Research in Vocational Education for distribution.

I. Overview of Project

A. Project Summary

This section should provide a general description of the project. It should give detailed information so that the reader has a firm grasp of the project. In addition to the description, this section should address the rationale for the project. Include any information which supports the reason for developing the concept. Steps taken for preliminary planning would also be appropriate.

Project Title: Greeneville-Greene County Guidance-Placement Program

Principal Investigator: J. Louis Byrd
Organization: Greene County School System
City: Greeneville
Telephone No.: 615-639-0286

Funding Period: January 1, 1978 to September 30, 1981

Objectives: The overall objective of this project is to provide vocational guidance and placement services to four Greene County high schools, Greeneville High School and Greeneville-Greene County Vocational School. Using a placement team approach, the project will be coordinated by a placement coordinator who will unify the efforts of several persons and agencies to achieve a goal of placement for all program completers.

Procedures: Every effort will be made to expand cooperation between the local educational system and manpower agencies in order to help young people find their place in the world of work. The school system will be committed to the goal of 100% placement of all existing vocational students either in further education or a suitable job. The placement coordinator will work with the Tennessee Department of Employment Security, CETA, Vocational Rehabilitation, employers and other agencies. In context the placement program will be a team effort of all educators, employers, agencies and community resource people. This will be accomplished thru inservice activities, student surveys and discussions, surveys and contacts with employers and other citizens of the community.

Expected Contribution or Potential Impact on Vocational Education:
Anticipated results include the following:
that student attendance will be improved, that youth unemployment will be reduced and that all students will be better prepared to assume roles of economic independence in an adult working world.

Product to be Delivered: The product from this program should be a reduction of youth unemployment by developing means for giving the same attention to the job preparation needs of youth as is now given to college preparation of needs of those young persons who go on to college, and to create a bridge between school and earning a living for young people.

The concept of the "Placement Team" is illustrated by the Guidance, Placement and Follow-Up Flow Chart, Figure 1, Page 3 of Enclosure 1. Forms utilized are shown in the Student/Teacher Handbook, Enclosure 1.

RATIONALE

Introduction

The overall purpose of this proposal is to present a plan to provide Vocational guidance and placement services to the four high schools in Greene County. This paper proposes a program to meet a previously unmet need of our educational program. The need will be even greater in the next decade as census projections indicate that Greene County will have a rapid increase in population. (See Attachment #1) The services proposed will be provided cooperatively to vocational students at Chuckey-Doak, North Greene, South Greene, West Greene, and Greeneville High Schools.

Background Information

In a survey conducted for the First Tennessee-Virginia Development District in 1975 the need for more vocational guidance and placement was documented. During this survey and in discussing education with businessmen one of the most frequent points of contention was vocational guidance. Generally their suggestions were along two closely related lines. First, they stressed that only if guidance counselors had a realistic idea of the nature of local jobs and the skills required for them could they then competently recommend employment areas for students. Since the majority of guidance counselors have never worked in industry, it was recommended that they visit local companies on a regular basis, invite employers in to speak to groups of students, and communicate from time to time with personnel managers regarding specific types of job openings.

The second need mentioned was for counselors to provide job information, for example; available jobs, job requirements, guide students into jobs correlated to their aptitudes, and then advising students on what to expect in the job interview and at work. Behind these suggestions lies a problem faced by employers of excessively high turnover of new employees. These employees often quit at great expense to their employers and after expending much effort on their own part to acquire a job. The explanation often given is "its (the job) not what I expected". At the present time the majority of our high school graduates go directly into the labor force and there is no way for them to know "what to expect". In order for the schools to provide a complete educational background, vocational guidance and placement assistance must be made an integral part of students overall education.

Plans (1978)

The tasks involved in this proposal will involve work with school administrators, teachers within each craft area, high school counselors, employers in the area and with craft advisory committees. Such tasks or services will be provided by a qualified counselor-placement coordinator to be employed. By utilizing the "placement team" approach it is hoped that many of the tasks can be carried on if the coordinator cannot be retained at the end of the proposal period. This is particularly true of the craft teacher in his vocational area. It is frequently maintained by administrators that the best counselor is the classroom teacher; the person who will know the student best. Thus, the endeavor will be to reorientate teachers, counselors and lower level administrators to the need for and the conduct of vocational guidance. The program will involve more than just the provision of information and materials on employers in the area; but will entail a change in the basic values and attitudes in these people. The necessity will be to overcome not only the present negative image of vocational education but also the absence of vocational guidance. As this reorientation occurs these people must be provided with material, techniques and encouragement as they become vocationally oriented. As vocational guidance gains acceptance, the concomitant need of vocationally oriented courses and curricula will become self-evident. Here the coordinator of the guidance-placement service will be invaluable in designing courses and curricula for the work bound.

The placement team approach is designed to unify the efforts of counselors, vocational personnel and placement coordinator with the Department of Employment Security, Vocational Rehabilitation, business and industries, post-secondary institutions and other community agencies in order to fulfill the goal of 100% placement of all young people existing in our schools.

The placement coordinator will spend approximately 50% of her time maintaining continuous contact and communication with area employers. Because of the nature of vocational guidance any effort without this contact is fore-doomed. The present and anticipated job and training needs of businesses can in this way be made known on a regular and systematic basis to all schools. This will permit continuous revision of course content and curriculum to meet the changing needs of graduates and employers.

Tasks

The tasks involved to accomplish the objectives in this proposal will be as follows:

1. To provide information to students, counselors and craft teachers regarding local occupational opportunities, job descriptions and entry-level employment requirements.
2. To provide vocational teachers with the resources needed for developing units of instruction which will enhance employability skills.

3. To develop a placement center which will be a central contact for employers.
4. To develop procedures for bringing prospective employers and prospective employees together.
5. To assure that existing students will be prepared for a further vocational education program and/or for entry into a vocation.
6. To establish an adequate centralized record-keeping system of all placements.
7. To unify the efforts of the placement team around a vocational development theme making these efforts an integral part of the total vocational program.
8. To provide guidance and evaluation in eliminating sex stereotyping in all the tasks hereto mentioned.

The guidance placement coordinator will provide the above described tasks by working with individual schools, students, employers and higher learning institutions in the area.

1. The coordinator will have the following duties regarding individual schools.
   A. Provision of a comprehensive vocational information service which will include occupations in the area, training needed for a successful pursuit for each vocation, the type of work involved, and the rate of pay involved.
   B. Provide assistance in aptitude and interest evaluation. This will involve making available to the school system such information as is needed to permit the students to be evaluated relative to all relevant alternatives in the area, and to allow the student to be advised and to choose in a rational manner. This assumes a capacity on the part of the schools for aptitude and other tests.

C. Provision for in-service training to teachers and administrators on the need for and methods of vocational guidance. This will involve participation workshops and in-service sessions in vocational guidance which are presently not being covered. The importance of this cannot be over stressed for as vocational guidance and career oriented curricula are introduced one of the greatest barriers has been the college orientation of teachers and administrators.

D. Assist in counseling students. Because of the wide range of responsibilities assigned to the coordinator her direct contact with students will be limited, with most of the individual counseling being done by those counselors employed directly by the schools. Thus, most direct contact will be in the form of group sessions designed to introduce students to the world-of-work, acquaint them with job interview procedures, and introduce them to regional employment opportunities via field trips. This is not to say that personal contact will not exist, for the placement and follow up stages will require much close work between students and the coordinator.

E. Vocational curriculum planning will enable students interested in a cluster of occupations to enroll in a curriculum best suited for their interests. Collecting and assimilating of needed data and assistance in planning will be provided by the coordinator.

F. Placement services. (These will be covered under the section "Duties Regarding Students" below)

G. Placement and follow up. (These will be covered under the section "Duties Regarding Students" below)

2. The coordinator will have the following duties regarding students:
   - A. Provide guidance on a small group basis regarding techniques in applying for a job. This would include items such as personal appearance, speech, conduct and attitudes.
   - B. Provide for students with unique abilities or interests the advice, contacts and information needed to successfully pursue a vocation not in the region.
   - C. Develop a program whereby each student is instrumental in maintaining his own dossier needed for job placement. This would be supplemented with letters of recommendation, teachers opinions and attendance and scholastic records. In addition to this, the coordinator will be responsible for the inclusion of special data not required by most employers, i.e., information needed for security clearance.
   - D. Provide for field trips and seminars with area employers, This activity while dealing directly with students will be done in conjunction with the involved classroom teacher.
   - E. Provide the students with assistance in locating and securing employment for summers or upon graduation (or dropping out). This will necessarily take most of the time allotted to personal contact. Here the coordinator must know the students background interests and abilities. He will then suggest several firms employing people with like interests and abilities and arrange an interview upon request. The coordinator will have on hand, where feasible, the preliminary forms required by the potential employer so time can be saved by their advance completion. It is in this phase that the student will be finally prepared for work.

F. After a student is placed in a job he and the employer will both be contacted regarding his abilities, work habits and problems, if any. The individual will be counseled when counseling is needed to help in the transition from school to work. Also this will provide a feedback to the schools of information regarding needed program changes to better prepare students for the world-of-work. Here it must be noted that if the coordinator and student or employer feel the student is not in the proper job, this placement and follow up service will still be available.

3. The coordinator will have the following duties regarding employers:

A. If this program is to succeed, it is absolutely necessary the program has the support and confidence of employers in the area. Thus, one of the first duties of the coordinator will be to acquaint area employers with the program, it's offerings and it's potential. It will be necessary for her to know personally the personnel officers and foremen of the major employers and the owners where appropriate of the smaller businesses.

B. She will acquaint herself with the entry level positions in the area and the opportunity for advancement or continued employment in these positions. Also she will acquaint herself with the background needed or preferred for these positions and keep this information current.

C. Recommendations for employment will be made to students only after the coordinator has conferred with the employment officer of the firm in question.

D. The coordinator will confer with employers after placement of a student to jointly assess the new employees potential, performance and any problems that may arise.

4. The coordinator will have the following duties toward the post-secondary institution:.

   1. Become acquainted with the operation, organization and procedures of the area schools. The reason for this being that the area schools already provide for their students the services we here propose for high school students.

   2. Assist in administering admissions to high school graduates in the area.

   3. The existing operations and working relationships of the post-secondary institutions with businesses of the region must not be jeopardized. Thus the coordinator will seek the help and advice of the post-secondary institution personnel in establishing the all important contacts with area employers.

5. The coordinators duty toward sex stereotyping:

   A. Assume the role of Title IX coordinator.

   B. Notify all students and employees of the coordinators name, office, address and telephone number.

   C. Adopt and publish grievance procedures.

   D. Notify the following of a policy of nondiscrimination on the basis of sex:

      - applicants for admission and employment
      - students and parents of students
      - employees
      - sources of referral of applicants
      - unions and professional organizations

E. Place a notification of a policy of nondiscrimination on the basis of sex in the following:

- local newspapers
- school newspapers
- memoranda or other written communications annually to each student and employee
- announcements, bulletins, catalogs, student and faculty handbooks
- application forms

F. Ascertain the above listed publications are free of text and illustrations suggesting differential treatment on the basis of sex.

The hereto mentioned duties of the Guidance-Coordinator will meet with the following schedule:

January:

Begin planning for the Guidance-Placement Program

Begin preparing Management Guide

Develop forms for community survey, job order forms, student placement forms, personal data sheets, etc.

Plan in-service and workshop for the task team

Begin community and business orientation

February:

Begin craft area guidance (preparation for work)

Begin recruitment and selection procedure

Begin finding specific job opportunities (full and part-time)

Continue compiling materials for guidance and placement

March:

Begin Placing Students

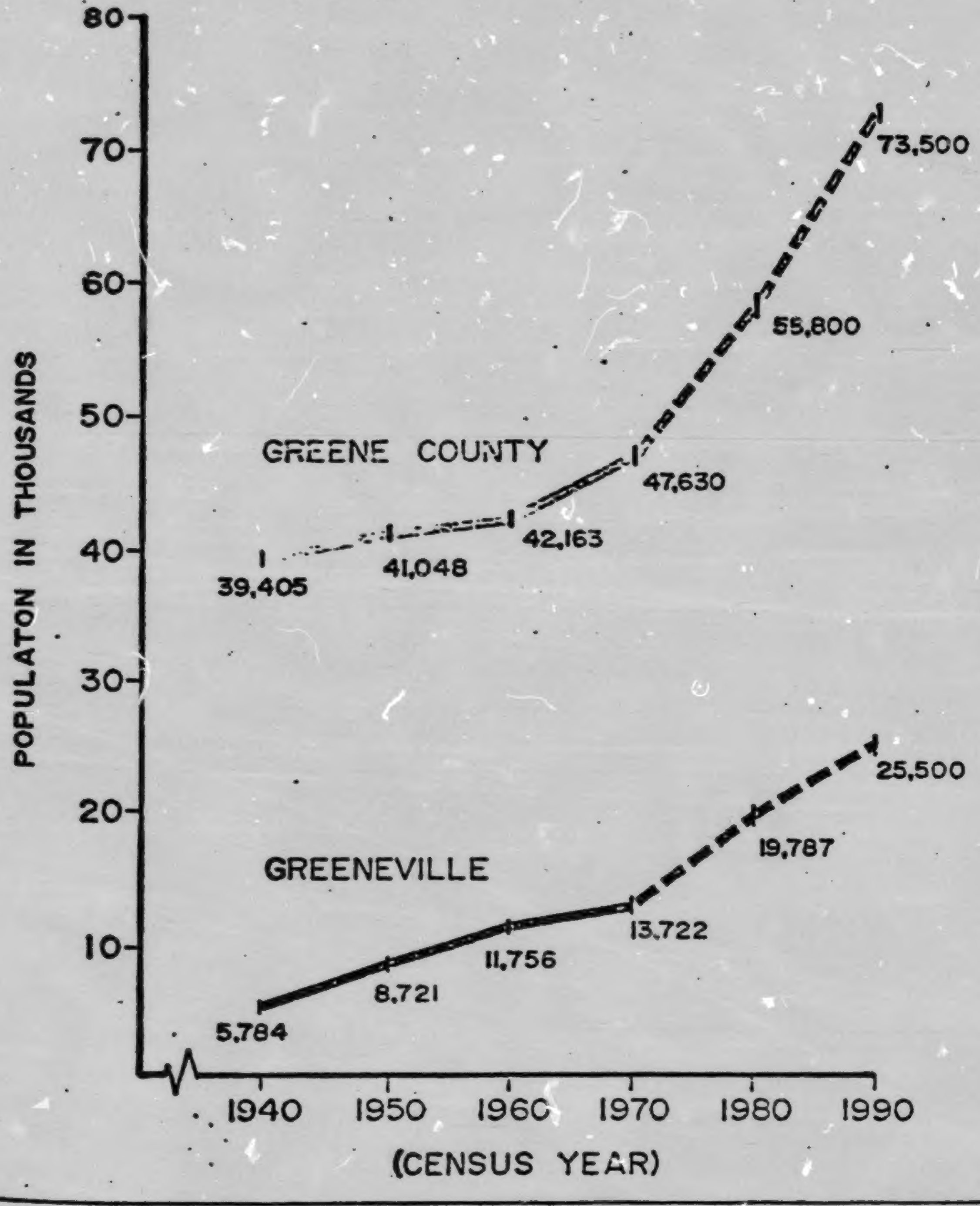
The continuation of the tasks will be completed as materials and information are compiled. It will be necessary to continue in-service and workshop activities for all participating members as well as continuous evaluation. Although a complete time schedule is impossible at present the sequence can be projected. Before the end of the current school year each student will develop increased dependability and general skills in job location, job application and on-the-job negotiations and as many job level entry skills as possible.

Attachment 1

POPULATION PROJECTIONS

FOR

GREENEVILLE & GREENE COUNTY



ATTACHMENT # 1

B. Project Objectives

Address each of the project's objectives individually. After stating the objectives, a thorough description should be given of the activities and procedures undertaken to meet the objective. Finally, provide documentation which shows the degree to which the objective was met. It may be appropriate to include measures taken to evaluate each objective.

Discussion of this phase of the report can best be achieved through the use of excerpts from the Evaluation Report by Dr. Don E. McNelly, Department of Vocational Education, University of Tennessee, Knoxville, which follows.

This report is the second and final evaluation report on the Green County Guidance-Placement Program funded by the Research Coordinating Unit, Nashville, Tennessee. Mr. Sellers is to be commended for having the leadership and foresight necessary to secure the funds and to operate a successful program in its first year.

The overall objective of the program was:

To provide a full range of vocational guidance, placement and follow-up of services to the school for the benefit of the students in Green County.

This objective has been attained. A variety of activities by a large number of educators have been instrumental in delivering the desired services. All of the students in the Green County School system have been exposed to this program in one form or another. Those that desired the services were served. No student was turned away.

The specific objectives of the proposal that come under the broad overall objective are discussed in the remainder of this report in numerical order.

Objective I: To assure the opportunity for all students to gain an entry-level marketable skill prior to leaving school.

The interim evaluation suggested the parents become involved in the process. This has been done. The parents sign a form giving their permission for their student to participate. A personal file has been established for each student. The information sheet is completed by each student and then the form is completed by the vocational instructor. Students are given personal one to one counseling plus small group counseling services. Approximately 80% of the students have not had work experience or have ever applied for employment before these experiences. No students are turned down for entry into a vocational education program. The system is reaching down to the Freshman level to work with the students. Currently, approximately 50% of the secondary students are participating in vocational education.

Objective II: To provide all vocational students completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

All of the vocational students were made aware of the placement program. The students were informed by attractive brochures, personal visits to classes, personal counseling for students on an individual as well as on group basis. A handbook is available for the students as well as for the employers information. The counselors in the schools were provided with the above materials to have additional personnel involved beside the project staff.

Objective III: To provide services for placing every person in the next step in his vocational development whether it be employment or further education.

This program is functioning on a multi site rural basis. A Card File system is in operation and is maintained in the central office as well as at the local high school with the counselors. Over one hundred sixty (160) students directly or indirectly were placed in the employment field. An opportunity was made available to the vocational students within the system to participate. No figures were available on those pursuing further education.

Objective IV: To build into the vocational programs greater utilization and coordination of all community resources.

This broad and encompassing objective is still in process, particularly the employers needs assessment survey. A variety of efforts have been employed to bring the community into a closer working relationship with the schools. The placement coordinator and the counselors have contacted the major employers in the area. The majority of firms were contacted by talks given at local personnel meetings. The placement coordinator did work closely with the vocational cooperative coordinators and the respective vocational shop teachers. Several meetings were held with the school personnel to coordinate the placement efforts with the local business and industry. See Appendix A for the Needs Assessment Survey report.

Objective V: To increase the educational and vocational options available to all persons through a flexible vocational education program which facilitates entrance and re-entry either into the world of work or the educational system.

The vocational options have been increased by the restructuring of the Home Economics program offerings. Short one semester courses have been developed and initiated. The enrollments in these courses have been encouraging. The vocational related typewriting courses have been taken out of the elementary schools. The articulation with the existing secondary programs was not satisfactory with the course in the elementary schools. Better program continuity and flow of students are now possible. Students may change their curriculum directions with a corresponding change in career objectives! In the event students are not pleased with their current employment, they are given assistance in changing to another employer or job. An evaluation is currently being planned to continue efforts to improve the vocational education program.

Objective VI: To provide a vocational information service to all students and educators.

The variety of information pieces and the variety of personnel involved in disseminating the information has assured the attainment of this objective. A slide tape presentation has been prepared for presentations to groups and has been shown. The needs assessment survey will provide data that is local in nature and will greatly assist providing information.

Objective VII: To unify all placement efforts around a vocational development theme based on each individual's life goals.

The unifying efforts have been around the task team concept. The task team involves the orchestrated efforts by the placement coordinator, counselors,home school teachers and administrators, parents and employers. The cooperative education coordinators have also been informed about openings for placements. The central placement office has reduced competition for some of the jobs. Before placement is pursued, each student is carefully screened to ascertain if the student is ready for employment. This screening and checking with the above personnel does work around a vocational development theme. The majority of the students placed were in employment closely related to their career life goals. Several students were allowed to change placements based on a students expressed interest in another.

Objective VIII: To provide a program to comply with Title IX regulations to eliminate sex sterotyping or bias.

The booklet from the State Department of Education pertaining to Title IX has been circulated to each vocational staff member. Directives have been written and circulated and in central meetings sex sterotyping has been discussed. Text book committees have been sensitive to this issue in selecting and screening for texts. Students are admitted to programs based on career interest and choice. Mr. Sellers has set the tone and communicated the desire and intent of allowing all students access to all vocational classes.

Conclusion:

This exemplary program funded by the Research Coordinating Unit has been successful in meeting its objectives. The task team concept has become a reality and has provided a package of services by the school personnel in an effective and efficient manner. A progress report is provided in appendix B. The progress report does reflect the activities and comprehensive nature of the placement program. The guidance workshop was also highly successful in enabling the counselors to gain a firm working knowledge of industry. This increase in knowledge will greatly facilitate the delivery of information and services to the students. With their commitment to serving students this exemplary program does provide vocational services that merits replecating.

C. Project Audience

This portion of the report should describe persons who were served by the project. The primary focus should be placed on the students served. Data regarding students should include the numbers of students served, the means by which students were involved in the project, and any information regarding their reaction to the program. Secondly, the report should address the number of teachers served or otherwise involved in the project. Any data regarding teacher involvement/reaction should be included. Finally, it is hoped that the community has been a part of your project; include this information also.

Student Information Record

All vocational students in four county high schools, Greeneville High School and the Greeneville-Greene County Vocation School were served. All vocational students completed Attachment 2, Student Information Record, of Enclosure 1. A separate file was then established in the Placement Office on each of these students.

Follow-Up

Each vocational graduate completed Attachment 13, Follow-up Card, of Enclosure 1. Employment follow-up was then made and recorded on this card as part of the graduate's permanent record. Current plans are to again follow-up during the third and fifth years after graduation.

Orientation and Counseling

All students, whether vocational or not, in the above schools have benefited through direct group and individual counseling by the Placement Coordinator, counselors, and teachers. This is accomplished through the required one-semester Pre-Occupational Class, the annual registration for the vocational school, and through the use of materials and visual aids by all of the above staff. Some of these are available in the Placement Office. Others are available at each school.

Student Placement

Students desiring job placement complete Attachments 5 and 6 of Enclosure 1, whether they desire cooperative placement or work experience after school hours. Instructors complete Attachment 3 of Enclosure 1. The student is then interviewed by the placement coordinator and an effort is made to place the students considered ready to work. Current job placement includes 706 students, with earnings of $1,798,890 during the past fiscal year, Enclosure 9.

Teacher Involvement

The vocational director, principals, all vocational teachers, and all counselors are involved in this placement - guidance - follow-up concept. This is illustrated in Figure I, page 3 of Enclosure 1. This can include a maximum of 86 people.

Community Involvement

People of the entire area of Greeneville and Greene County have been very actively involved through surveys, The Vocational Advisory Council, various craft committees, group and individual educator and student tours of industry, career days, job placement surveys block by block of the entire area by placement coordinators, theTraining Sponsor Handbook (Enclosure 2), the Vocational Placement Program Brochure (Enclosure 3), the Job Tax Credit Handout (Enclosure 4), showing of the two slide/tape films on "The Vocational Center" and "Cooperative Education" to civic clubs and other groups, tours of the Greeneville-Greene County Vocational Center and other community efforts.

Student, Teacher, and Community Response and Reaction

Please see the final Evaluation Report, Enclosure 5 for the reaction and responses of the above groups:. Community (employers) - page 3, Students - page 6, Teachers - page 8.

II. Project Personnel

Describe project personnel. A description of their duties and responsibilities should be included. Explain their role in meeting project goals. As an evaluative measure, suggest any changes in personnel structure which would have facilitated the project.

Project Director:

The Project Director is Floyd Sellers, Director of Vocational Education, Greeneville and Greene County Schools. His resume is attached. His duties in relation to the project include, but are not limited to the following:

1. Started the project.
2. Obtained funding.
3. Provides overall policy and direction.
4. Provides proper relationships with other related functions in the vocational department, other school departments, and administration on the local and state levels.
5. Provides ideas to enhance the entire project.

Coordinator: J. Louis Byrd is the Coordinator of this project. His position description and duties are attached.

Task or Placement Team: The Placement Team consists of the Coordinator, counselors, teachers, principals, the Vocational Director and other teacher-coordinators involved in placement, such as the cooperative education programs of Distributive Education at the four county high schools and Industrial Cooperative Education at Greeneville High School. Also involved in placement are staff associated with the Comprehensive Employment Training Act (CETA). The role and duties of this team are attached. These functions are more concisely illustrated in Figure 1, page 3 of Enclosure 1.

This concept and staffing have worked well, therefore, no changes in the personnel structure are recommended.

POSITION DESCRIPTION

TITLE: Coordinator, Job Placement and Vocational Guidance

QUALIFICATIONS:

1. Certification as required by state certification authorities.
2. A master's degree in the vocational or administrative area is preferred.
3. Five years' experience in business, educational administration and teaching.
4. Three years' experience in business or industry. Military experience may be considered.
5. Demonstrates empathy for and ability to get along well with associates in education and business leaders.

REPORTS TO: Director, Vocational Education, Greeneville-Greene County Schools

JOB GOALS: In cooperation with the administration and staff of Greeneville and Greene County High Schools and the Vocational School, coordinate the providing of a full range of vocational guidance, placement and follow-up services for the maximum benefit of the students of these schools.

PERFORMANCE RESPONSIBILITIES:

ADMINISTRATIVE:

1. Assist the Director as needed.
2. Assume primary responsibility for all job placement services in Greeneville and Greene County Schools, including coordinating and advising all teachers and coordinators involved with placement services or who work as a member of the placement team.
3. Advise and assist counselors in the areas of vocational guidance, job placement and follow up; assist with student orientation and Vocational School registration.
4. Provide occupational, educational, and placement information to students and faculty.

5. Promote and provide, as feasible, favorable public relations to improve the image of the Vocational School, including, but not limited to, releases of information to media, production of materials to enhance job readiness and placement, and speaking before groups.

6. Assume responsibility, for the Director, of all aspects of sex stereotyping under Title IX.

7. Work with other agencies, institutions, industry and business for maximum job placement.

8. Help in planning new programs and up-grading existing programs.

9. Plan and provide in-service programs for staff on how to involve students in job interviews, attitudes toward work, job readiness, and other matters concerning employer-employee relationships.

10. Assist instructors with bringing special programs to students, such as: career opportunities, representatives of vocational and technical schools, and other programs related to vocational career opportunities.

COORDINATIVE:

1. Provide complete cooperative education placement services for eligible classes at the vocational school, including screening, counseling, placement, evaluation, follow up, and other research.

2. Place qualified students in work experience jobs as time permits.

3. Assist in placing graduates when possible.

4. Provide other job placement and higher education placement as available.

Approved June 16, 1980

Floyd Sellers

Floyd Sellers, Director
Vocational Education
Greeneville-Greene County Schools

ROLE OF COORDINATOR

The role of the coordinator is central to a successful guidance, placement, and follow up program. The coordinator will perform tasks that can be grouped into four major categories--Administrative, Coordinative, Resource Person, and Teacher/Teacher Education.

I. The Administrative Role

The coordinator will have the responsibility for carrying out policies relative to the job placement program and for directing the activities for the central system wide placement office. Activities will include public relations, visiting employers, creating a working relationship with other agencies, establishing and maintaining an information system, recommending students for jobs, and evaluating the program.

II. The Coordinative Role

The coordinator will have the responsibility of coordinating his/her own activities with those of the director of vocational education, principals, teachers, guidance personnel, employers, outside agencies and student workers. Success may be based upon keeping each area informed and working together.

III. The Resource Person

The coordinator will advise teachers, students, and others on present projected worker needs and will recommend specific job application procedures as they relate to individual employers.

It will also be essential that the coordinator function as a resource person to:

A. Assist school personnel in obtaining community resources for the classroom.

B. Assist in developing curricula into which vocational education concepts are integrated.

IV. Teacher/Teacher-Education Role

In the initial stages of development the coordinator may need to sometimes fill the teacher's role and work with students in the development of resumes, job interview skills, etc. In so doing, the coordinator may aid teachers by demonstrating materials for and techniques of developing employability skills in their students.

DUTIES OF COORDINATOR

The guidance and placement coordinator will provide tasks and offer assistance by working with individual schools, students, employers, and institutions of higher learning in the area.

I. The coordinator will assume the following duties concerning individual schools:

A. Provide a comprehensive vocational information service which will include a listing of occupations in the area, training needed for a successful pursuit for each vocation, the type of work involved in each vocation, and the rate of pay involved in each vocation

B. Provide assistance in aptitude and interest evaluation-- This task will involve making available to the school system such information as is needed to permit the students to be evaluated relative to all relevant career alternatives in the immediate geographic area.

Guidance and advice will be available to the student as he attempts to choose a career alternative. Thus, the individual schools will assume the responsibility of administering aptitude and other appropriate tests.

C. Provide in-service training to teachers and administrators on the need for and methods of vocational guidance-- This task will involve participation in workshop and in-service sessions in vocational guidance which are presently not being covered. (The importance of this service cannot be overly stressed because as vocational guidance and career oriented curricula have been introduced, one of the greatest barriers has seemed to be the conviction of many teachers that students be offered college preparatory curricula.)

D. Provide assistance in counseling students--Because of the wide range of responsibilities assigned to the coordinator, direct contact with students will be limited. Most of the individual counseling will be done by those counselors employed directly by the schools. Thus, most direct contact with the placement coordinator will be in the form of group sessions designed to introduce the student to regional employment opportunities via field trips, etc. However, personal contact will not be completely eliminated because placement and follow up stages of the program will require much close work between individual students and the placement coordinator.

E. Provide assistance in vocational curriculum planning that will enable students interested in a cluster of occupations to enroll in a curriculum best suited for their interests--Collection and assimilation of needed data and assistance in planning will be provided by the coordinator.

F. Provide placement services--This task will be covered under the section "Duties Regarding Students" which is shown below.

G. Provide placement and follow up services--This task will be covered under the section "Duties Regarding Students" which is shown below.

II. The coordinator will assume the following duties regarding students:

A. Provide guidance on a small group basis regarding techniques in applying for a job--This information would include areas such as personal appearance, speech, conduct and attitudes.

B. Provide guidance for students with unique abilities or interests--The advice, contacts, and information needed to successfully pursue a vocation in the immediate area should be made available to interested students.

C. Provide a program whereby each student will be instructed in maintaining his/her individual dossier needed for job placement -- This would be supplemented with letters of recommendation, teacher opinions and attendance and scholastic records. In addition to this, the coordinator will be responsible for the inclusion of special data not required by most employers, i. e., information needed for security clearance.

D. Provide for field trips and seminars with area employers--Although this activity will be done dealing directly with students, it will be done in conjunction with the regular classroom teacher.

E. Provide the students with assistance in locating and securing employeemnt--This employment may be either for summer work or for permanent employment after graduation or upon dropping out of school.

Before placement is made, an attempt will be made to gain information concerning the student's background, interests, and capabilities. This information will then be considered in an effort to place the student in a job situation related to his/her interests and abilities. Individual student information will enable the coordinator to suggest firms employing people of interests and capabilities similar to those of the student.

Upon the student's request, the coordinator will arrange a job interview. When feasible, the coordinator will provide the student with the preliminary job application forms required by the potential employer. Advance completion of the forms will eliminate time consumption of both prospective employer and employee at the time of the interview.

F. Provide student-employer evaluation procedures--After a student is placed on a job, both student and employer will be contacted regarding the student's abilities, work habits and problems. When necessary the student will be counseled in an effort to aid in the transition from school to the "world of work." This process will provide feedback to schools of information regarding needed program changes that would better prepare students for employment.

If the situation should occur that the coordinator and student or employer feel the student is not in the proper work environment and that a job change is necessary, placement and follow up services will still be available to the student.

III. The coordinator will assume the following duties regarding employers:

A. Acquaint area employers with the program, its offerings and its potential--If the placement program is to succeed, it is absolutely necessary that the program have the support and confidence of employers in the immediate area. Thus, one of the first duties of the coordinator will be to acquaint area employers with the program. (It will be necessary that the coordinator know personally the personnel officers and foremen of the major employers and the owners of the smaller businesses.)

B. Become acquainted with the entry-level positions in the area and with the opportunities for advancement or continued employment in those positions. Also, the coordinator will become acquainted with the background requirement and abilities needed or preferred for specific jobs and positions. It will be the coordinator's responsibility to keep this information current.

C. Confer with the employment officer of the concerned firm before advising the student concerning possible employment

D. Confer with employers after placement of a student in an effort to jointly assess the new employee's potential, performance and possible problems

IV. The coordinator will assume the following duties toward the post secondary institution:

A. Become acquainted with the operation, organization and procedures of the area vocational and private schools--Some area schools already provide for their students the services we here propose for high school students.

B. Assist in administering admissions of high school graduates to area vocational schools and other institutions of higher learning

C. Seek the help and advice of the post secondary institution personnel in establishing contacts with area employers--It is important that the existing operations and working relationships of post secondary institutions with businesses of the region not be jeopardized.

V. The coordinator will assume the following duties concerning sex stero-typing:

A. Assume the role of Title IX coordinator

B. Notify all students and employees of the name, office, address and telephone number of the coordinator

C. Adopt and publish grievance procedures

D. Notify the following of a policy of nondiscrimination on the basis of sex:

1. Applicants for admission and employment
2. Students and parents of students
3. Employees
4. Sources of referral of applicants
5. Union and professional organizations

E. Place a notification of a policy of nondiscrimination on the basis of sex in the following:

   1. Local newspapers
   2. School newspapers
   3. Memoranda or other written communications
   4. Announcements, bulletins, catalogs, student and faculty handbooks
   5. Application forms

F. Ascertain the above listed publications are free of text and illustrations suggesting differential treatment on the basis of sex

ROLE OF THE TASK TEAM

In a system wide guidance,placement and follow up program, the task team will be the in-school hub of activity. The services offered by the guidance, placement and follow up program should be introduced and explained to students by the task team force. Students interested in the services of the placement center should be encouraged to contact the task team member in their school.

A portion of the task team's time should be spent facilitating the student's career objective, life style planning and decision making needs. Such a system involves the dissemination of information to and the gathering of information from students and teachers. The degree of cooperation and commitment of the total task team in each school will determine the success of the information system and the overall effectiveness of the guidance, placement and follow up program.

DUTIES OF THE TASK TEAM

The task team will be involved in the following tasks by working cooperatively with the guidance-placement coordinator:

I. The task team member will have the following duties regarding individual schools:

    A. Provide the necessary occupational training for a successful pursuit of individual student vocations

    B. Attend in-service training related to vocational guidance, placement and follow up which will be set up by the coordinator

    C. Assist in counseling students regarding the "world of work"

II. The task team member will have the following duties regarding students:

    A. Provide guidance on a small group basis to students

    B. Develop a program whereby each student is instrumental in maintaining his individual dossier needed for job placement -- This would be supplemented with letters of recommendation, teacher opinions, attendance records and scholastic records.

    C. Assist in field trips and seminars with area employers

    D. Provide the coordinator with information pertaining to students, their background, their abilities, their interests, etc.--This information will be used in an effort to place the student in a suitable job situation.

III. The task team member will have the following duties regarding employers:

    A. Become familiar with the industries correlated to particular vocational training program of the student involved

    B. Assist coordinator and employer in student evaluation

III. Product Development

As a part of program improvement activities products are often developed. If the project under consideration has developed materials, they should be included and discussed in this section. A description of their usage both during and after the project should be provided. Also helpful to others would be pros and cons regarding the products.

1. Greene County Guide Book for Guidance Placement and follow up program, Enclosure 6.

   This book was the first product of this project and provided the basic guidelines, procedures, concepts and forms and utilized currenlty, although new procedures have evolved from this as now embodied in Enclosure 1. This book was produced by the orginal Project Coordinator, Mrs. June Sellers, and has proved to be invaluable to the entire project.

2. Vocational Job Placement, Greeneville-Greene County Schools, Student/Teacher Handbook, Enclosure 1.

   Planned and written by J.Louis Byrd, Project Coordinator, this publication was printed by students in the Graphic Arts Department at the Vocational Center under the direction of the Department Head, Fletcher Breeden. This booklet is the basis of our current operations, has had wide dissemination throughout the state, and has assisted at least two placement programs in other towns get started. Its primary use is to provide a guide to teachers and prospective cooperative education students from the vocational school. Its broader use is for all vocational teachers and students in all the secondary schools for guidance, placement and follow-up.

3. Vocational Job Placement, Greeneville-Greene County Schools, Training Sponsor Handbook, Enclosure 2.

   This is provided to employers of cooperative education students from the Vocational School to enhance student training and success on the job.

4. Vocational Placement Program Brochure, Enclosure 3.

   This is used with civic clubs, prospective employers and potential Co-op students. A new brochure, dealing with the cooperative program at the vocational school and the D.E. and I.C.E. co-op programs of the city and county high schools, has been written and is in the process of being printed in the Graphic Arts Department.

5. Job Tax Credit Handout, Enclosure 4.

   Used by all job placement coordinators with employers.

6. Business - Industry Job Placement Survey, Enclosure 7.

   This was a joint survey in which the county and city were divided into nine sections and the nine staff members directly involved with placement canvassed each area door to door. It is used by all placement coordinators as a guide to prospective job placement and a handy reference to names of managers.

7. Cooperative Education in Greeneville and Greene County, a twelve-minute slide and audio tape presentation on the three cooperative education programs in the 5 city and county high schools and the vocational school.

   Produced by the Graphic Arts Department under the direction of Fletcher Breeden, this has been presented to 100 administrators at the Tennessee Vocational Association Convention, Rotary Club, Career Day, Greene County Fair and other groups. Its primary purpose is to interest employers in hiring co-op students and for information to potential co-op students. It was planned and written by J.Louis Byrd, Placement Coordinator, and narrated by LeRoy Moon of the local WGRV Radio Station.

8. Greeneville-Greene County Vocational Center, a fifteen-minute slide and audio tape presentation on all offerings at the center, including cooperative education. It was planned, written and photographed by Mrs. Terry Nieves, former associate RCU Placement Coordinator, and narrated by Dr. Ben Hankins of Greeneville City Schools. This has been very effective during registration of home school students who want to attend the vocational center. It has been widely used with civic and other groups. All of the above have been very useful and are considered essential to the operation of the program.

IV. Expenditure of Funds

An analysis of the expenditure of funds should be given. Comparisons should be made of funds allocated for the project and actual expenditures. If the project has received multi-year funding, the analysis should address total funds for the project. In conclusion, narrative should be given which indicates the appropriateness of the use of funds. For example, discuss the use of funds toward salaries, materials, travel, etc. and how these expenditures helped or hindered the attainment of project objectives.

With today's tight school budgets, the Guidance, Placement and Follow-Up Program, as completely as we now have it, would not exist in the Greeneville and Greene County Schools. The two systems could not have afforded the necessary expenditures without funding under Public Law 94 - 482.

The funding provided has been appropriate to meet our objectives. We feel the program has been a definite success. Less funding would have hampered the program.

The fact that the coordinator has now been placed full-time as a regular staff member, supported by Local Education Agency funding, shows that state and federal support of this program has been worthwhile.

V. Evaluation

The purpose of this section of the report is to discuss measures taken to evaluate the project. A description of the evaluation procedures used should be given. The evaluation should address the project objectives, processes, and procedures. If an outside evaluator has been used, a summary of the report should be given below, and a complete copy of the report attached.

Evaluation has been very broad in scope. The first evaluation in May, 1978 involved 25 people from a wide spectrum of business, industry, education and other community leaders. This evaluation was designed to get the program on the best possible track by providing valuable input. Copies of pertinent materials are in the Interim Evaluation, Enclosure 8.

Evaluations have been made primarily by Dr. Don E. McNelly, Department of Vocational Education, University of Tennessee, Knoxville. He has observed the program and provided input for improvement since its inception.

Evaluation has been measured by surveys of students, parents, teachers, administrators and employers. Dr. McNelly is currently doing another evaluation which has not been completed at the time of this report.* His last evaluation of October, 1979 is very comprehensive and is provided in Enclosure 5. It addresses very concisely objectives, processes, procedures and conclusions.

Another valuable tool to evaluation is job placement statistics, Enclosure 9. This shows total placement of 706 persons with earnings of $1,798,890.

Follow-Up of the employment status of 1978 vocational graduates is shown in Appendix B of Enclosure 5. Employment of 1979 graduates is provided in Enclosure 10.

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* The October, 1980 Evaluation was received in time to include as Enclosure 11.

VI. Dissemination Activities

A detailed description of dissemination activities should be given. This description should include activities which took place during the project funding period and those activities anticipated beyond state support. Documentation should include those measures taken to provide inservice training for school personnel, orientation of the community toward the project, and efforts to acquaint persons in other school districts with project activities. Any supporting documentation such as news releases should be included. An important element in measuring project impact will be efforts toward future dissemination activities; therefore, specific plans toward future dissemination activities should be included.

Dissemination duties have included:

1. Workshops of counselors for a continuous four weeks during the summer of 1978. Their program is attached. They participated in the Needs Assessment Survey. The questionnaire is attached, but the final result is too voluminous to include, however, significant pages are attached,

2. Career education visitation to high schools by business and industry, sample attached:

3. Distributed to all counselors and vocational teachers numerous pieces of information on "Sex Stereotyping" including the Equal Vocational Opportunity Report, and Grievance Procedures, attached.

4. Frequently discussed procedures with counselors, offered assistance and requested information, sample dated March 23, 1979 is attached.

5. Samples of news releases are attached.

6. A summary of other activities is attached; also, a listing of films and materials available in the Central Job Placement Office, located in the Greeneville-Greene County Vocational Center.

7. Floyd Sellers, Terry Nieves and Louis Byrd have made numerous presentations to civic clubs, state meetings, regional meetings and other groups, using the audio-visual and other materials, referred to above.

8. Placement programs in Harriman and Morristown have been initiated with our assistance.

9. The Vocational Placement Program Brochure, Enclosure 3, The Student/Teacher Handbook, Enclosure 1, and the Training Sponsor Handbook, Enclosure 2, are used daily with employers, students and teachers for job placement.

10. Plans are to continue as above, with revisions of materials as required. A new brochure on placement is currently in process of being printed. The program has been permanently adopted into Greeneville-Greene County Schools.

11. More significantly, meetings will be held state-wide this year to plan for implementation of a similar program throughout the state.

SUMMER GUIDANCE PROGRAM

1. Update on RCU Placement
2. Student Follow-Up
3. One, Two and Three Hour Blocks
4. Four Week Schedule
    a. Needs Assessment
    b. Visits--Preset schedule
    c. Visits--Flexible
    d. Visit --Maryville Program
    e. Dictionary of Industry.

GUIDANCE WORKSHOP

Greene County School System

Tenative Four Week Plan

Week 1--June 19-23

Group visits to area vocational-technical schools

- Tri City Regional
- Elizabethton Area
- Morristown Area
- Walters State Community College
- Knoxville Regional
- State Technical Institution--Knoxville

Week 2 and 3--July 10-14 and July 17-21

Group visits will be scheduled throughout two week period to the following industries:

- Eastman
- Enka
- Phipps Bend
- Alcoa
- TRW
- Magnavox

Business needs assessments will be integrated into this two week period. Small group and individual visits will be made by counselors to local businesses and industries.

Week 4--Flexible to counselor's convenience--Either July 31-August 4, August 7-11 or August 14-18

This time will be used to:

- Finalize assessments
- Compile materials gathered
- Group planning
- Individual planning
- Other

Group visitation to industries will be coordinated by Mr. Bill Calkin, Greeneville School System. (Weeks 2 and 3)

Needs Assessment planning will be coordinated by Mrs. Joyce Bales, Greeneville-Greene County Vocational School.

PLAN FOR NEEDS ASSESSMENT OF BUSINESS AND INDUSTRY

Goal: Initiate and conduct an occupational demand survey for vocational education

Strategy:

1. Develop a rationale for conducting the survey.
2. Present a plan of action for approval.
3. Submit requests to available resource people.
4. Draft a survey instrument.
5. Conduct the survey.
6. Review the survey data.
7. Finalize a report for the use of the survey data outlining the needed changes in the following areas:
    a. specific course content
    b. additional sourses
    c. deletable courses
    d. update teaching materials and methods
    e. update and/or replace equipment
    f. determine job entry skills

An occupational survey is basic to program planning. The initiation and development of any educational program must be solidly based on an identified set of needs for that program. In other words, a solid rationale for "why" a school should offer a particular program, and "what" should be included in the program is essential for the successful institution of the program.

Information from the needs assessment may include data such as influx of skilled labor into the area, employment opportunities, availability of resources, annual proposed growth rate, extent of migration from the area, expansion within a particular field, rate of replacement openings, and names of equipment distributors.

SURVEY RESOURCES

Chamber of Commerce

State employment agencies

Private employment agencies

City directory

Yellow pages

Extension agencies

Welfare departments

School systems

Research Coordinating Unit

THERE'S NO LIMIT TO WHAT YOU CAN DO!—

SURVEY INFORMATION

1. Employment opportunities

2. Need for upgrade

3. Identification of knowledge, skills, abilities, and personal qualities

4. Requirements, qualifications, policies, practices, and conditions of the job

I FOUND LOTS OF JOB LISTING SOURCES!

JOB DESCRIPTION :

occupational title

summary of the job

physical activities and working conditions

miscellaneous comments and worker characteristics

skills, knowledge, and abilities

experiences

education and training

details of physical activities

details of working conditions and hazards

job duties

JOB ANALYSIS

description of work performed

sources of workers and selection factors

listing of performance requirements

characteristics required, job relationship and supervision

physical requirements, working conditions and hazards

equipment

materials and supplies

definition of terms

general comments

reference materials

WHAT DOES AN EMPLOYER WANT?

Karen Robertson, Teacher
Urbana High School
Urbana, Illinois

Objective: The student will identify characteristics most desired in an employee by:
-analyzing and ranking a given list of employee characteristics.
-comparing his ranking with that of his training sponsor.

Concept: Knowledge of what an employer expects from an employee can facilitate improved working habits.

Directions

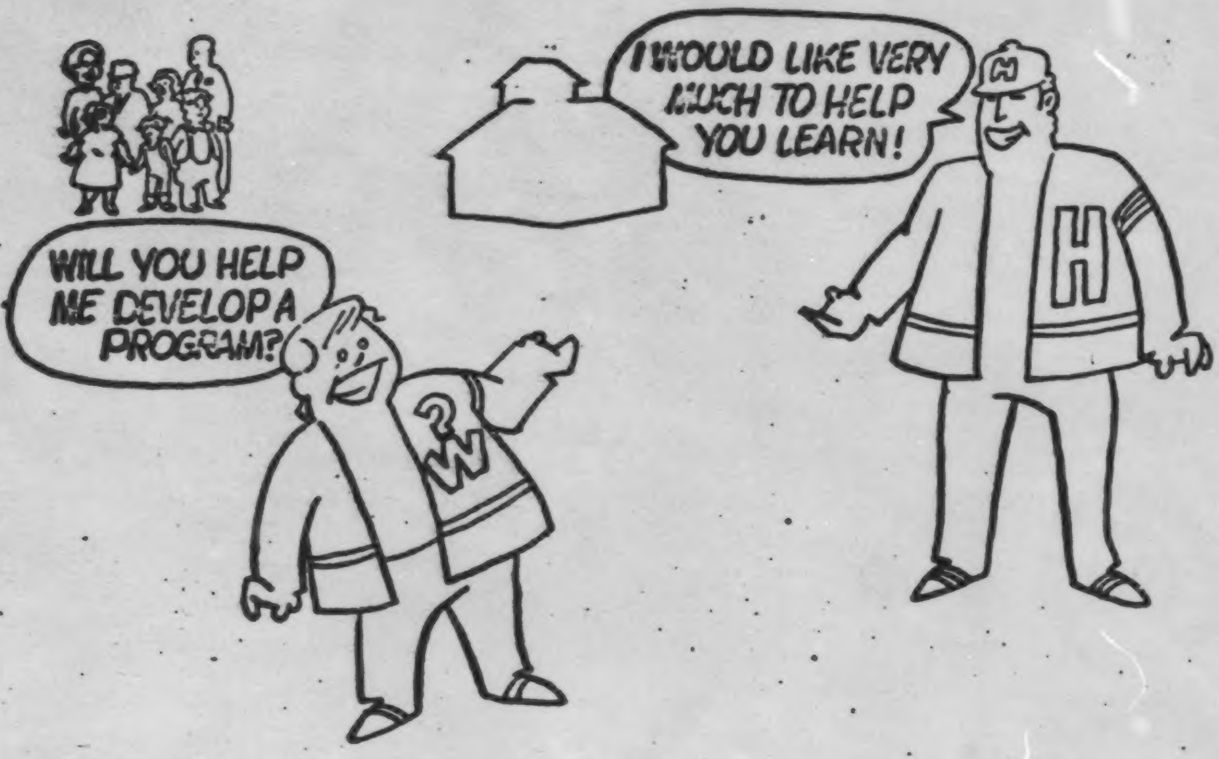
Using the list below, put yourself in your employers position and try to imagine what characteristics are most desired in an employee. Put what you think is the most desired characteristic at the top of your list by ranking it "1" and the least desired characteristic at the bottom of your list as "14". Rank all others in between as 2, 3, 4, etc. in order of importance.

Within the next week ask your employer to rank the list and discuss with him his top choices. Then answer the questions at the bottom of the page.

Your Employer's Ranking	Your Own Ranking	
( )	( )	A. Works safely without endangering himself or others.
( )	( )	B. Does his job as directed without constant reminders.
( )	( )	C. Is open-minded and tries to see things from the supervisor's point of view.
( )	( )	D. Is neat, clean, and well-groomed when reporting for work.
( )	( )	E. Respects others and is cheerful and friendly.
( )	( )	F. Works willingly with other employees and sometimes does more than his share if required.
( )	( )	G. Sees extra work that needs to be done and does it.
( )	( )	H. Accepts positive criticism without feeling insulted.
( )	( )	I. Shows interest in learning and in doing his job well.
( )	( )	J. Is usually as positive and enthusiastic at the end of the shift as at the beginning.
( )	( )	K. Comes when he is scheduled or calls early enough so a substitute can be arranged when he is ill.
( )	( )	L. Is in good health so he "feels" like working.
( )	( )	M. Starts work on time and gives a day's work for a day's pay.
( )	( )	N. Is self-disciplined enough to control his temper, his words, and his actions.

Questions

1. How did your top 4 choices compare with your training sponsor's top 4? (Identify by letter)
2. Why were these 4 of greatest importance to your training sponsor?
3. List by letter the characteristics you feel you need to improve.


I WOULD LIKE VERY MUCH TO HELP YOU LEARN!
WILL YOU HELP ME DEVELOP A PROGRAM?
H
W

WORK IS MEANINGFUL, THEREFORE
ALL EDUCATION SHOULD HAVE AN
ORIENTATION TO THE WORLD OF WORK

JOB SURVEY

________________, 19___

Name of Business______________________________

Director or Manager of Firm______________________

Type of Business______________________________

Number of Employees

____________full time

____________part time

Do you employ people seasonally?____________________

When?______________________________________

For what purpose?_____________________________

How many?___________________________________

Where do you seek employees?____________________

What is the educational status of your employees?

________8th grade or below

________9th-12th grade

________vocational training

________2-4 years college

When vacancies occur how difficult are they to fill?

________many qualified applicants

________several qualified

________few qualified

Which vacancies are hardest to fill?____________________

____.

Would you train high school juniors and seniors in your firm?

____

Would you be willing to pay students in training?__________

Would you be willing to employ students you train?__________

Is there a need for training programs in our community?_____

____

Is there opportunity for advancement in your firm?__________

____

Do you have much turnover of workers?____________________

____

What types of jobs exist in your firm?

_____waitresses
_____bus boys
_____cooks
_____housekeepers, maids
_____seamstresses
_____clerks
_____cashiers
_____bag boys
_____dish washer
_____child care aide
_____others, list
_____
_____
_____

What would you like the school to teach potential employees?

____

____

____

____

FORM ON WHICH TO COLLECT INFORMATION FOR JOB ANALYSIS

STUDENT'S NAME: ______________________ **CHART NUMBER:** __________

JOB TITLE: (What is the name of the job you are considering?) __________

DUTIES: (Consider what you actually will be expected to do.)

WORKING CONDITIONS: (Think of the hazards, chances of getting injured, what about the environment?)

PERSONAL QUALIFICATIONS: (Some points to consider are: Do I like to work with other people? Do I object to taking directions? Am I usually considerate of others feelings, opinions? Am I dependable, reliable? Do I have a sense of humor? Can I work under pressure? Am I honest?)

PHYSICAL ACTIVITIES REQUIRED: (What are the physical demands, of the job?)

TRAINING PROGRAMS: (Does this particular job require high school graduation, special training program, Junior College, college, post college work, specific degree from college?)

EARNINGS AND HOURS: (How much money will the job pay, how many hours are required, can I take care of other responsibilities and work at the hours the job requires?)

____

____

EMPLOYMENT OUTLOOK: (Is there a need for workers in this field now? What about the future needs for this type of work?)

____

____

ADDITIONAL INFORMATION AND RESOURCES: (Where can I go to find additional information about this particular job?)

____

____

____

ON-THE-JOB PHOTOGRAPHS

bulletin boards

news media

display case or exhibit

school yearbook

student training station

How to show them what's up

ELIGIBILITY of STUDENTS

INTEREST IN RECEIVING TRAINING

PHYSICAL STAMINA

MENTAL ALERTNESS

SCHOOL DISCIPLINARY RECORD

SCHOOL ATTENDANCE RECORD

PERSONAL APPEARANCE

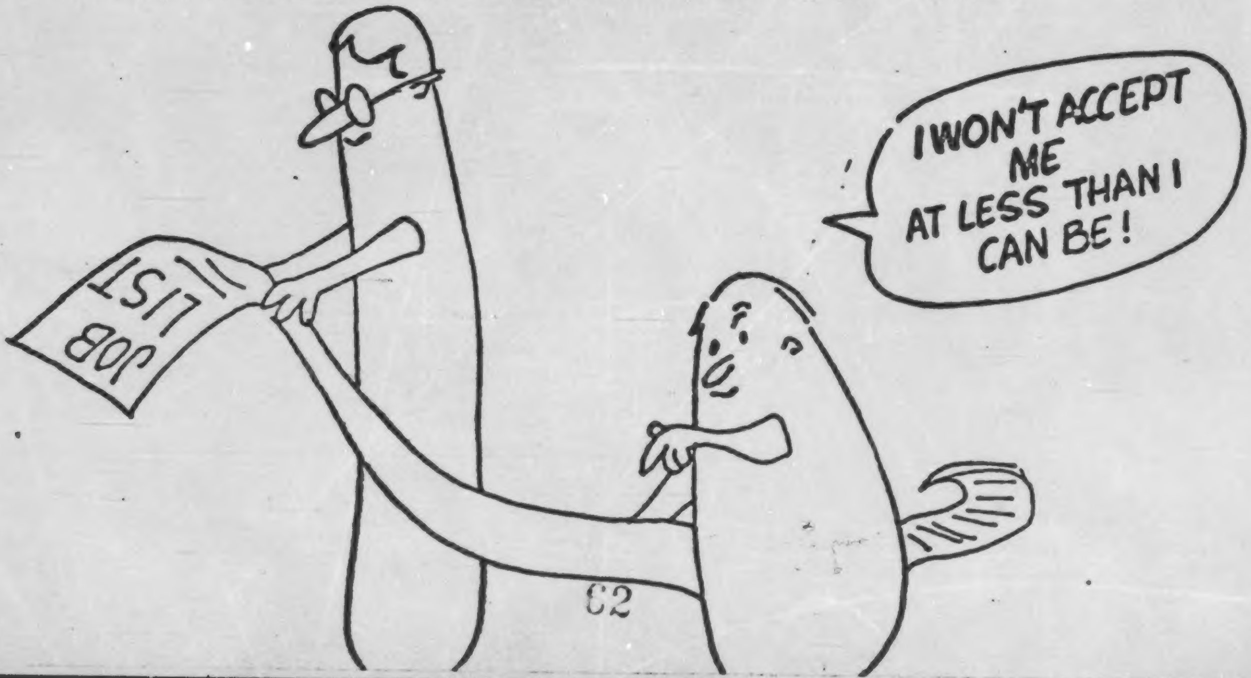
ABILITY TO WORK WITH OTHERS

COOPERATION of PARENTS

RECOMMENDATIONS of FORMER TEACHERS

RECOMMENDATIONS of FORMER EMPLOYEES

WILLINGNESS to TAKE INSTRUCTIONS


JOB LIST
I WON'T ACCEPT ME AT LESS THAN I CAN BE!

Greeneville - Greene County

Occupational Survey Form

All items pertain to Greeneville and Greene County only; and all answers will be kept strictly confidential. Any answers or comments made will not place any obligation on your business. This is for general information only.

Name of Business: ____________________ Contact Person: ____________________

Address of Business: ____________________ Phone: ____________________

Type of Business: ____________________

1. When vacancies occur in your business, how difficult are they to fill?

   Place an X in the appropriate blank:
   ____ there are many qualified applicants
   ____ there are several qualified applicants
   ____ there are few qualified applicants

2. What educational courses will best prepare students for employment with company? You may list as many as you desire. Use the back of this page if necessary.

Vocational Courses	Academic Courses

3. Number of employees:

   a. number of full-time employees (35 hours/week or more) ________
   b. number of part-time employees ________
   c. number of seasonal employees (Christmas, tourism, etc.) indicate number(s) and month(s) in the spaces provided.
      e.g. Jan. - March
      April - May
      June - Aug.
      Sept. - Nov.
      Christmas Season

   No.______ From ________ to ________

   No. ______ From ________ to ________

4. Total number of new employees hired in the last calendar year (1977).

   a. number of employees that filled newly created positions ________
   b. number of employees that filled vacated positions ________
   c. number of new employees without prior experience ________

5. When you have a job opening(s) which of the following sources do you use to hire workers? (Mark the spaces which are most appropriate.)

	Often	Sometimes	Never
a. State Employment Services	______	______	______
b. Private Employment Agencies	______	______	______
c. Advertising and Want-Ads	______	______	______
d. Friends and Relatives	______	______	______
e. Direct Company Applications (Walk-ins)	______	______	______
f. Vocational School Personnel School Cooperative Programs (DECA, etc.)	______	______	______
g. Other: (please describe)			
______________	______	______	______
______________	______	______	______

6. Would high school cooperative vocational programs be attractive to you in obtaining additional qualified employees? Yes ______ No ______

a. If the answer is "no", please identify changes/additions needed to make high-school-trained personnel an attractive source of qualified employees:

____

____

____

b. Could the Greeneville-Greene County Vocational School offer courses which would help your employees perform better on the job? In what ways?

(1) Upgrade present skills? Yes ______ No ______

Comments: ____

(2) Retrain for present position or new position within your company? Yes ______ No ______

Comments: ____

7. Would you consider permitting a qualified senior high school student to enter your place of business or area of activity as a volunteer worker in order to get experience in an occupation? Yes ______ No ______

Comments: ____

8. Would you be willing to have yourself or an employee visit a class(es) in a public school to explain your business? Yes ______ No ______

Greeneville - Greene County
Occupational Survey Continued

9. Do you presently have students who are enrolled in high school cooperative vocational programs working in your business?

Yes ______ (Number) ______ No ______

10. What changes would you make in the local education systems to make job applicants more suitable for employment with your company?

Greeneville - Greene County
Occupational Survey Form

In the chart below, please be as specific as possible.

Type of Work Available	Job Description	Education Needed for the Job Listed (Please place an X in the appropriate box(es)						
		Less than High School	High School	High School Vocational Training	Post High School Vocational Training	Some College	College Degree	Advanced Degree

Greeneville - Greene County

Occupational Survey Form

Present Number Of Employees	Number of Anticipated Position Openings Within The		Employee Must Have Prior Experience (Write in Yes or No)
	Next Year	Next 5 Years	

Excerpts
from

A NEEDS ASSESSMENT OF EMPLOYMENT DEMANDS

FOR

GREENEVILLE-GREENE COUNTY SCHOOLS

Summary Report

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TABLE 1

Item 1. When vacancies occur in your business, how difficult are they to fill?

a. There are many qualified applicants. 14%

b. There are several qualified applicants. 52%

c. There are few qualified applicants. 45%

The percentage of responses for the number of vacancies does not total 100% because the types of vacancies may vary within the industry, for example, gift wrap, ribbon, bow, and card manufacturing.

TABLE II

Item 2. What educational courses will best prepare students for employment with your company?

The responses indicate that many of the respondents identify vocational classes as academic courses. Some examples of vocational courses which were listed by the respondents as academic include the following:

accounting
business math
secretarial skills
drafting
typing
mechanical drawing
electronics
textiles
heating
ventilation
heat transfer
drying
steam tables
fan systems
duct and pipe design
sales
bookkeeping
marketing
industrial management

These responses are an indication of an obvious need to better inform the business and industrial community about vocational education.

Mastery of the basic skills of reading, writing, and arithmetic is still apparently one of the most important things that an employer looks for in a potential employee.

TABLE III Continued

Type of Business	Full-Time	Part-Time	Seasonal-Number & Months
Tobacco Dealers, Processors and Storage	192	3	1,042
Printing	20	0	2
Mfg. Air Pollution Equipment	45	0	0
Filter Mfg.	64	0	0
Mfg. Dairy Products	95	3	12, June & July August & September
Total	6000	43	1248

TABLE III

Item 3. Number of employees

Full-time employees 6000

Part-time 43

Printing
Welding

Seasonal workers 1248

Electronics
Gift wrap, ribbon, bow, card manufacturing
Welding
Fertilizer plant
Manufacturing of dairy products
Tobacco dealers, processors, and storage

TABLE IV Continued

Type of Business	Number of Employees Who Filled Newly Created Positions	Number of Employees Who Filled Vacated Positions	Number of Employees Without Prior Experience
Subsidiary of Newport News Ship Builders	23	35	50
Ore Milling	18	12	30
Ready Mix Concrete	4	5	7
Business Forms Printing	0	18	18
Job Printing	0	1 Vacation Shift	0
Electronics Mfg.	30	37	20 Approx.
Mfg. & Sales of Dairy Products	0	10	5

TABLE IV

Item 4. Total number of new employees hired in the last calendar year (1977)

a. Number of employees who filled newly created positions: 819

b. Number of employees who filled vacated positions: 705

c. Number of employees without prior experience: 571

TABLE V

Item 5. When you have a job opening(s) which of the following sources do you use to hire workers?

	Often	Sometimes	Never	NoResponse
State Employment	14	12	1	2
Private Employment Agency	1	7	13	8
Advertisements and Want Ads	6	12	5	6
Friends and Relatives	11	12	1	4
Company Applications	10	11	4	4
Vocational School Cooperative Program (Distributive Ed.)	4	14	6	4

Other -- College Placement
Inter-Division Transfers

TABLE VI-- a.

Item 6. Would high school cooperative programs be attractive to
a. you in obtaining qualified employees?

Yes -- 19

No -- 8

Maybe-- 2

Local industries are willing to work cooperatively with the schools to establish coop programs.

TABLE VI--b.

Item 6, b. Could the Greeneville-Greene County Vocational School offer courses which would help your employees perform better on the job?

Upgrade present skills?

Yes	15
No	7

In what ways?

Blueprint reading
Welding
Drafting
Dairy lab
Machinist
Vocational facilities have been used

Retain for present position or new position within your company?

Yes	11
No	6

In what ways?

Printing
Maintenance personnel
Leadership training
Production workers

TABLE VII

Item 7. Would you consider permitting a qualified senior high school student to enter your place of business or area of activity as a non-paid community learning center program participant?

Yes	17
No	11

Item 8. Would you be willing to have yourself or an employee visit a class(s) in a public school to explain your business?

Yes	22
No	5

Data should be compiled and an industrial resource file established for instructions.

TABLE VIII

Item 9. Do you presently have students who are enrolled in high school cooperative vocational programs working in your business?

Yes--2 industries (Number of students--6)

No --26 industries (Two employees began working as coop students.)

TABLE IX Continued

Type of Business	Response
Subsidiary of Newport News Ship Builders	Teach them to read, write and do math.
Ore Milling	N/R
Ready Mix Concrete	Most of our need is in mechanical skills and higher acedemic standards
Job Printing	Not knowledgeable enough to comment.
Electronic Manufacturing	None: I feel the Greene County Vocational Technical School has an excellent electronics training program, taught with professional teachers, equipment and training aids.
Business Form Printing	The printing that is now taught at the Vocational School is of little or no value when applying for work at National Business Forms.

TABLE IX

Item 10. What changes would you make in the local education systems to make job applicants more suitable for employemnt with your company?

Overwhelmingly respondents asked for the development of job attitudes and job-seeking skills.

Upgrade the caliber of students entering vocational trade areas.

Teach the basic skills of reading, writing and math.

TABLE X
EDUCATIONAL REQUIREMENTS FOR TYPES OF WORK AVAILABLE

Less than high school	16
High school	71
High school vocational training	46
Post High school vocational training	30
Some college	5
College Degree	4
Advanced Degree	0

PRESENT NUMBER OF EMPLOYEES IN VARIOUS TYPES OF JOBS 2006

NUMBER OF ANTICIPATED POSITION OPENINGS WITHIN THE:

NEXT YEAR	441
NEXT FIVE YEARS	1696

EMPLOYEE MUST HAVE PRIOR EXPERIENCE

YES	60
NO	65

Recommendations

Similarities and variations among employment demands were noted in the survey responses. High demand occupations many times have relatively low student interest and vice versa. However, when a cluster of related occupations are viewed together, any of these extreme differences are reduced due to the counteracting effects of varying demands and interests for occupations within clusters.

Furthermore, since the majority of high school students do not have firm occupational plans, clusters of vocational curricula are desirable which cover a broad range of occupational needs and individual interests.

The Cluster Concept is a form of vocational education which is directed toward the preparation of individuals for entrance into a spectrum of job occupations. Building trades, including such subjects as carpentry, masonry and residential electricity, is an example.

Enabling Recommendations

Curriculum

1. Plan and offer vocational curricula on a cluster approach, rather than intensive, specialized training in a narrow area; e.g., automotive area including auto mechanics, auto body repair, radiator repair, service station attendant, wheel alignment and tire service, auto parts slaes, etc. versus Volkswagen mechanics
2. Develop instructional programs involving two or more vocational services or other areas for curricular needs beyond the capabilities of a single service area. Specific examples where this appears to be needed follow:
    a. Agribusiness salespersons (agriculture and distributive education)
    b. Medical secretary (business education and health occupations education)
    c. Institutional, home aides (health and home economics)

3. Continuously consider the use of the most interesting and descriptive titles for each of the vocational courses, particularly those that typically have low student enrollments. An example is "small gasoline engines" usually implying lawn mowers and garden tillers. A title that is more interesting to students and more descriptive is "outdoor vehicle and equipment mechanic", which includes work and pleasure equipment such as chain saws, boat motors, motorcycles, snowmobiles, etc.

4. Develop curriculum for new vocational education programs not previously offered by the schools. Areas likely to need new curriculum are ambulance drivers/attendants, outdoor vehicle and equipment mechanic, medical secretary, music secretary, institutional/home aides, and agribusiness salespersons.

5. Arrange scheduling at the center for advanced students to be in classes in the afternoon block. This will facilitate cooperative education programs.

In-service

6. Provide in-service education programs for vocational education personnel in the revision of existing curricula and the development of new curricula.

7. Establish a system for producing planned change in vocational education in Greeneville-Greene County School Systems. (Such a system should include selection, training, and followup assistance for pre-identified change agents among administrators, supervisors, coordinators, and teachers of vocational education. Without such a system for implementing needed changes, plans for improvement of vocational education are likely to be hampered.)

Guidance

8. Implement a career information program to provide accurate and meaningful job information to teachers, counselors, students and aprents. (Parents are of critical importance since they are the most influential of all persons on a student's career choice.)

9. Establish an expanded job placement program to serve student needs for part-time employment during shcool and full-time employment upon graduation. Secondary purposes served by placement programs are the evaluation and feedback on the curriculum and instruction, and continuous feedback on the employment demands/job openings within Greeneville-Greene County.

Research and Evaluation

10. Conduct a review every three years of each vocational course offering to identify improvement that may be needed and ways to accomplish the improvements. Reveiw teams should consist of three to five persons from business and industry related to the vocational education program, one state vocational education staff member, and two local vocational educators.

11. Conduct periodic, small-scale employment needs assessment surveys when segments of the employment sector are believed to be rapidly changing, and when new or emerging occupations are observed in significant numbers.

12. Local vocational educators repeat these industrial needs surveys in 1980 and conduct student and parent interest surveys.

Advisory Committees

13. Establish a special advisory committee to assist with the developemnt of vocational education programs to serve the local industries.

14. Explore alternative ways to utilize special task forces of business/industry representatives in general planning concerns and in new or specialized areas of vocational preparation. Some examples are:
    a. Reviewing equipment needs for new, redirected, and long established programs.
    b. Studying placement needs and treands.
    c. Identifying new teachers.
    d. Identifying industry-related training options.

15. Actively utilize the Greeneville-Greene County Vocational Education Advisory Council for monitoring employment trends, assessing effectiveness of the curriculum and instructional programs, and providing guidance and support for the total program of vocational education.

Facilities

16. Plan special programs of vocational education instruction in facilities of business and industry for times when facilities are not normally used, e.g., late afternoons, evenings, and Saturdays. These settings will provide laboratory facilities worth millions of dollars and real job environments which could not be duplicated by school.

Administration

17. Expand the concept of continuing education to out-of-school persons by making all vocational education facilities and curricula available to programs for out-of-school persons.

18. Develop expanded continuing education programs to serve post-high school and adult day and evening high school needs from throughout the Greeneville-Greene County area.

19. As a part of an effort to make students aware of career opportunities, guidance programs about specific occupations be prepared and presented to students during their early secondary years.

SOUTH-GREENE CAREER ED. VISITATION SCHEDULE

Date & Time	Company	Students	Company Phone
May 19 10:00 AM	Metals Engineering (Mr. John Young or Mr. Ed King)	Don Bell Jimmy Presley Johnny Vest	9-1171
May 22 9:00 AM & May 23 2:00 PM	Dr. Harrison, DDS. Dr. Harrison, DDS.	Debbie Ayers Penny Bowers Mike Burns Brenda Hopson	8-7491
May 22	S. G. Wells Implement Co.	Kriss Birdwell Jeff Devoti	9-8101
May 23 9:00 AM	C & C Bank	Danny Cobble Craig Fillers Debbie Shelton	9-5106
May 23 8:30 AM	Court Reporter (Thelma Cosson)	Deb Lilly	8-4332
May 23	Lawson Chevrolet (Max Lawson) (Aileen Stephens)	Randy Knipp Mike Sams	9-6764
May	Magnavox (Joann Gass)	Eddie Blazer Mallissa Broyles Terry Franklin Mike Helton Clyde Neas Herbert Smith	9-1121
May 23 10:00 AM	Pet Milk	Eddie Fincher Doug Jennings Bill Jones Curtis Lamons Claude Ricker	8-3171
May 24 9:30 AM	Greene County Bank (John McGuffin)	Teresa Ball Billy Jean Bishop Beth Bowman Patsy Broyles Barbara Cureton Sharon Gammon Rhonda Johnson Janie Ottinger Donna Penley Louann Renner	9-5111
May 25 1:00 PM	Laughlin Hospital (Ms. Norris, Dir. of Nurs.)	Pam Fillers Dee Dee Hawk Amy Love Karen Shelton	9-6161

SOUTH-GREENE CAREER ED. VISITATION SCHEDULE CONTINUED

Date & Time	Company	Students	Company Phone
May 26 3:30 PM	Hurd Lock (Mr. Smith)	Debbie Melchert Patricia Wilhoit	9-4101
May 30 1:00 PM	Takoma Hospital	Karen Dunbar Alicia Mashburn Craig Pool	9-3151
Vera Isbill has taken care of this.	Formex (Claudine Neas)	Jay House Kim Neas	9-1181
Vera Isbill has taken care of this.	TRW (Don Lafon Station 135)	Lanny House Gary Kirk Tim Neas Steve Rice Gary Sexton	9-8151

PHONE (615) 639-4194

Department of Education

Greene County

HOWARD McNEESE, SUPERINTENDENT

Greeneville, Tennessee 37743

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EVA SAMS

TO : Principals
Guidance Counselors
Vocational Teachers

FROM: Floyd Sellers

DATE: February 1, 1979

SUBJECT: Sex Stereo-typing and Grievance Procedures;
Guidance, Placement and Follow-up Program

Sex Discrimination

In accordance with federal guidelines of Title IX, the guidance and placement coordinator was designated as Title IX coordinator. To fully comply with the law, Title IX procedures must be discussed at least annually with students or vocational funds could be eliminated from a vocational program not observing these regulations. It is requested that you discuss the enclosure with your students at least annually or more often if required.

The following grievance procedure will be used for complaints under Title IX. The student will submit the complaint in writing to the vocational teacher involved. The vocational teacher will attempt to rectify the complaint within ten working days of receipt of the written complaint. On the eleventh working day, if the complaint is not resolved, the vocational teacher will forward the complaint in writing with a summary of action taken to the Title IX coordinator, Louis Byrd, Greene County Department of Education, Union at Charles Street, Greeneville, Tennessee 37743, telephone 639-4194. The coordinator will attempt to solve the problem within ten working days from the time of receipt. If not resolved, the complaint will then be referred to the vocational director who will be the final local arbiter in the matter.

Needs Assessment and Employment Opportunities

The Needs Assessment was provided separately to principals and guidance counselors, with the request that guidance counselors make this available to vocational teachers for dissemination to students, particularly employment requirements and opportunities.

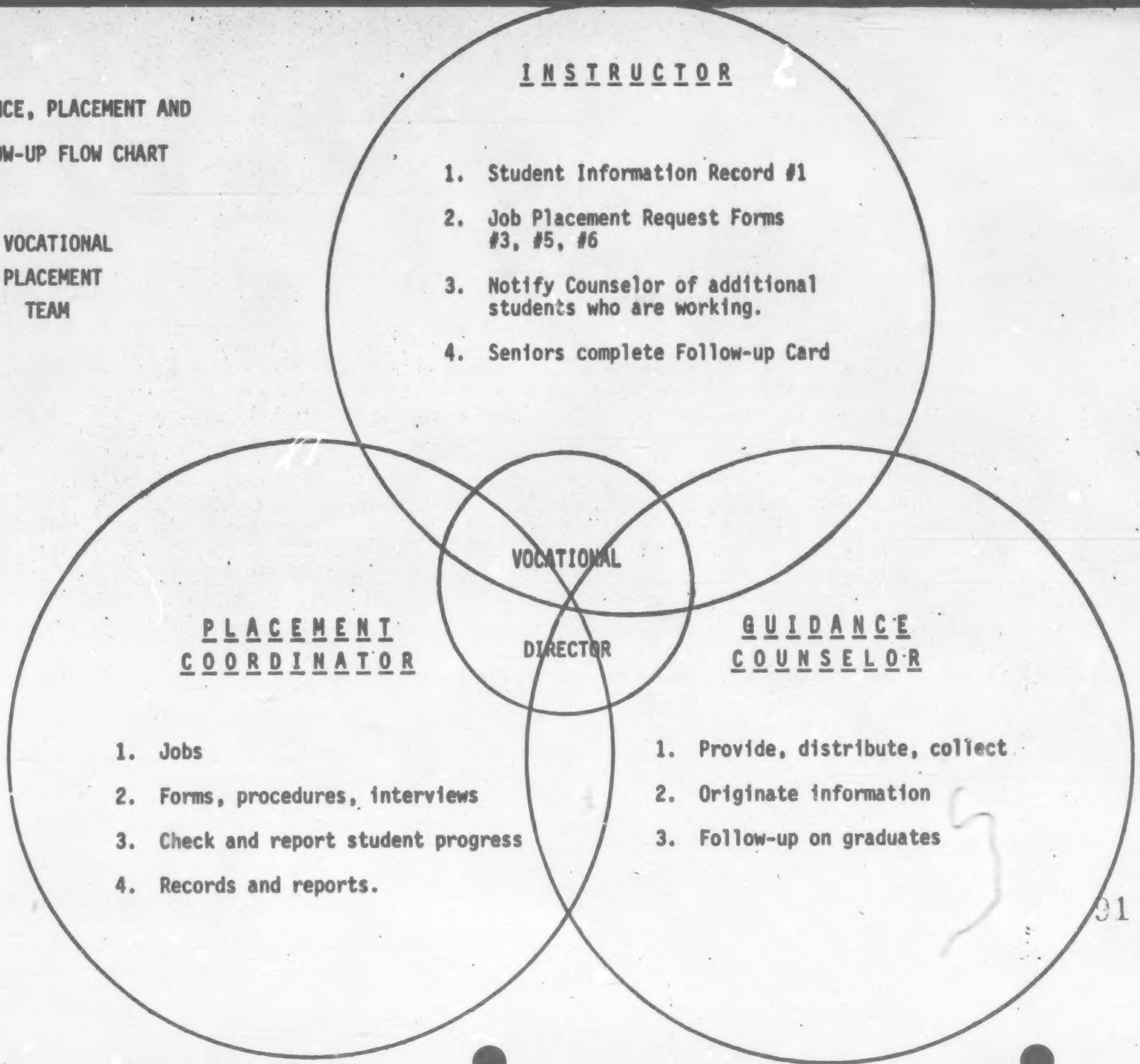
Guidance, Placement and Follow-up Procedures

These are concisely stated in the enclosed flow chart. It is requested that you acquaint your students with these procedures and comply with them as closely as possible. Forms are available in the office of the guidance couselor. The job placement program and vocational school offerings are outlined in the enclosed brochure for discussion with your students. Materials and films pertaining to the brochure and on higher education are available in the counselor's office and the central job placement office. Please call upon the coordinator if assistance is desired in the above matters.

Enclosures

GUIDANCE, PLACEMENT AND FOLLOW-UP FLOW CHART

VOCATIONAL
PLACEMENT
TEAM



INSTRUCTOR

1. Student Information Record #1
2. Job Placement Request Forms #3, #5, #6
3. Notify Counselor of additional students who are working.
4. Seniors complete Follow-up Card

VOCATIONAL DIRECTOR

PLACEMENT COORDINATOR

1. Jobs
2. Forms, procedures, interviews
3. Check and report student progress
4. Records and reports.

GUIDANCE COUNSELOR

1. Provide, distribute, collect
2. Originate information
3. Follow-up on graduates

GUIDANCE, PLACEMENT AND FOLLOW-UP PROGRAM FLOW CHART

VOCATIONAL PLACEMENT TEAM

——— Action
-------- Discussion

VOCATIONAL INSTRUCTOR (Including home school Business Teachers)

1. September - Have students complete Student Information Record, Attachment #1, if they have not previously done so. Forward these to the Guidance Counselor for pick up by the Coordinator.

2. As soon as student is sufficiently advanced in vocational class to be partially released for cooperative on-the-job training in the vocational area, complete Attachments #3, #5, and #6. Forward these to the Guidance Counselor for pick up by the Coordinator, who will interview student for job placement and discuss possibilities with the Instructor.

3. At any time that a student goes to work in a job not directly related to vocational class, notify the Guidance Counselor as soon as possible of the student's name, place and time of work. The Coordinator can then be informed, see the student and complete Attachment #9. Tennessee labor laws require that this form be on file with the employer as quickly as possible for the employer's protection.

4. In May have each graduating senior complete front portion only of Greene A. School's R.C.U. Follow-Up card. The back of this card will be used by the Coordinator to record follow-up data each November after graduation.

5. D. E. Teacher-Coordinators Only: Provide copy of Training Agreement on each D. E. II student as soon as they are completed and any later changes. Provide information in 3. above to Coordinator.

GUIDANCE COUNSELOR

1. Provide, distribute and collect the above forms and information from Instructors.
2. Originate information in 3. above as appropriate.
3. In November, provide copy of Graduate Follow-Up Record to Coordinator.

PLACEMENT COORDINATOR ⇄ **VOCATIONAL DIRECTOR**

1. Find jobs in business and industry for vocational students. Inform the above personnel of job possibilities.
2. Provide guidance in procedures, use of forms.
3. Interview and counsel students recommended by Instructors and Counselors for placement when completed forms are received.
4. Check student progress on the job, report to Instructors. Provide a copy of Attachment #9 to each Instructor when student is placed and a copy of Attachment #11 each grading period.
5. Maintain records and reports.

TITLE IX GRIEVANCE PROCEDURES

Title IX grievance procedures: the regulatory requirement

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The regulation to implement Title IX, issued by the Office for Civil Rights, Department of Health, Education, and Welfare (OCR/HEW), became effective on July 21, 1975. It specifies detailed prohibitions of sex discrimination in education agencies and institutions receiving Federal funds. Sex discrimination is probhibited in:

- Admission to most schools

- Treatment to students, including:
  - access to programs and courses
  - access to and use of school facilities
  - counseling and guidance materials, tests, and practices
  - vocational education
  - physical education
  - competitive athletics
  - graduation requirements
  - student rules, regulations, and benefits
  - the treatment of married and/or pregnant students
  - housing
  - financial assistance
  - health services
  - school-sponsored extracurricular activities
  - most other aid, benefits, or services

- Employment
  - access to employment, including:
    - recruitment
    - advertising
    - application procedures
    - testing and interviewing practices
  - hiring and promotion, including
    - selection practices
    - application of nepotism policies
    - demotion, lay off, termination
    - tenure
  - compensation, including:
    - wages and salaries
    - extra compensations
  - job assignments, including:
    - classification and position descriptions
    - lines of progression
    - seniority lists
    - assignment and placement
  - leaves of absence, including:
    - leaves for temporary disability
    - childbearing leave and related medical conditions
  - fringe benefits, including:
    - insurance plans
    - retirement plans
    - vacation plans
    - travel opportunities
    - selection and support for training
    - employer-sponsored programs
  - labor organization contracts or professional agreements

The regulation also provides that complaints alleging Title IX violations by a recipient agency or institution may be files with the Office for Civil Rgits, HEW. OCR has the authority to investigate complaints, or to review complaince in the absence of complaints If violations are found, OCR may attempt to achieve compliance through conciliation, institute administrative proceedings to terminate Federal funds, or refer the case to the Department of Justice for court action to effect compliance without termination, withholding, or denial of eligibility for Federal funds.

TO: Guidance Counselors
Vocational Teachers

FROM: Louis Byrd, Coordinator
Vocational Guidance and Placement

DATE: March 23, 1979

SUBJECT: Instructions for Completing Placement & Follow-up Forms

General Remarks

At this time of the year, the vocational guidance and placement team must think of job placement and follow-up of 1979 vocational graduates. It is also appropriate to plan for placing this year's juniors into cooperative work situations for the summer to continue through next year as co-op students in Industrial Cooperative Training (Greeneville High), Distributive Education, and Cooperative Education (Vocational School).

During the last meeting of the Vocational Advisory Council, a summary of placement and follow-up was presented. A copy is attached for your information. A copy of the Guidance, Placement and Follow-up Flow Chart depicting the placement team concept is also provided.

Student Placement Forms

If you desire assistance during the spring and summer in placing seniors of 1979-80 from the three co-op programs, please have the students, whom you consider ready and able to go to work, complete forms #5 and #6. We would also need you to complete form #3 on each of these students.

Placement and Follow-up Card

Each vocational teacher is requested to have each senior complete this form if they are currently taking your vocational course and expect to graduate this year.

This has two purposes:
(1) Help the student to get the kind of employment desired after graduation and
(2) Provide a follow-up record for the first, third and fifth years after graduation. Students enrolled at the Vocational School will complete this card there and not at the home school.

INSTRUCTIONS FOR COMPLETION

(1) Show home school and Vocational School if attending Vocational School

(2) Under vocational course, list all vocational courses taken

(3) Complete 'Present Job and Employer' spaces if working.
If 'not working' please put "not working" in 'Present Job' space.
If the student plans to take further training after graduation, state specifically what training is planned in this space.
DO NOT WRITE ON THE BACK OF THIS CARD or below the line "EMPLOYED BY".
These spaces are for future use.

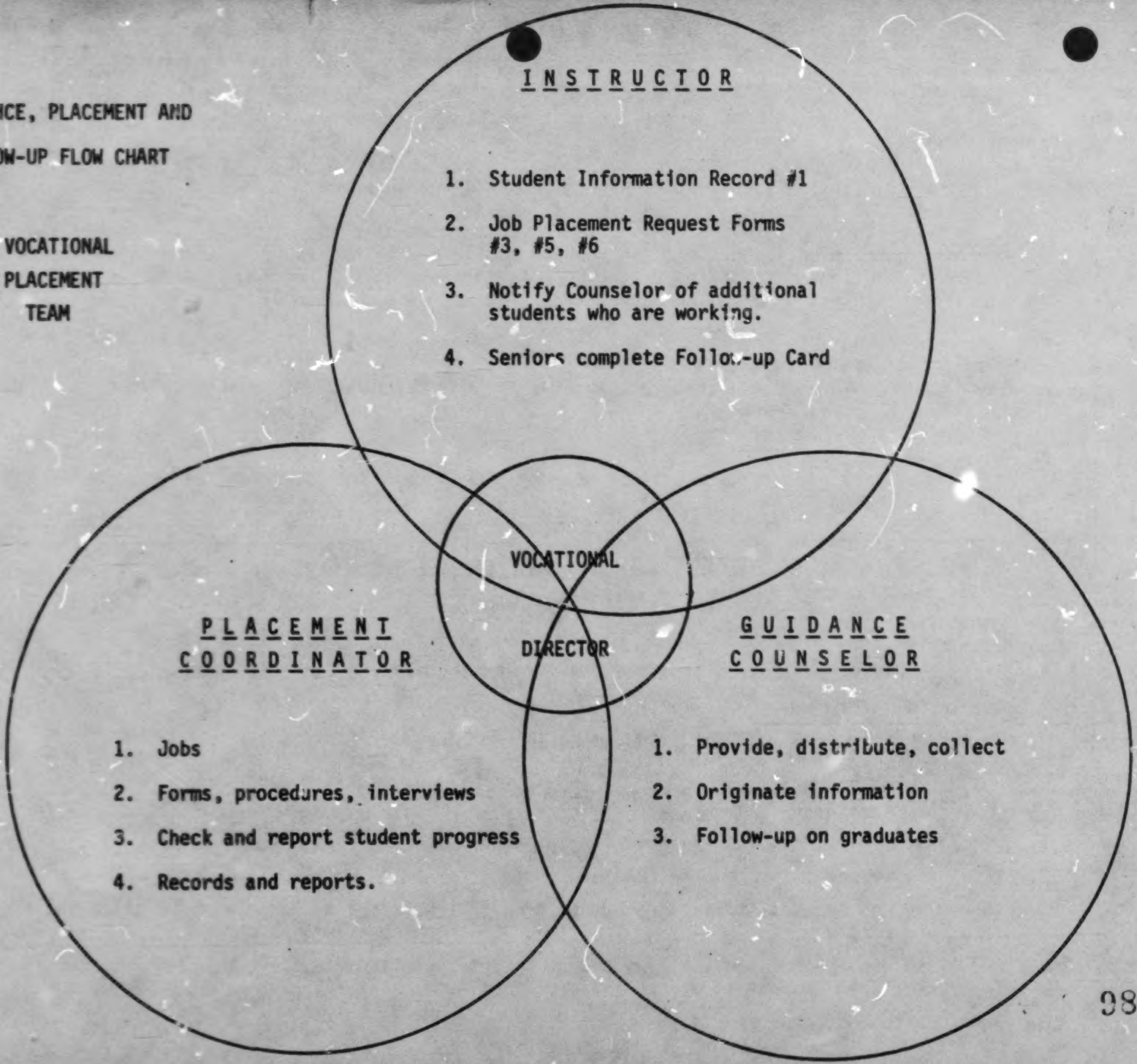
Completion Time

If at all possible, it is requested that these forms be completed and turned in to your Guidance Counselor by the end of the day on Thursday, March 29, so that we can pick them up on Friday.

Thank you for your cooperation. If you need assistance, please let us know. We will be glad to help you.

GUIDANCE, PLACEMENT AND FOLLOW-UP FLOW CHART

VOCATIONAL
PLACEMENT
TEAM



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PLACEMENT COORDINATOR

1. Jobs
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GUIDANCE COUNSELOR

1. Provide, distribute, collect
2. Originate information
3. Follow-up on graduates

GUIDANCE, PLACEMENT AND FOLLOW-UP PROGRAM FLOW CHART

VOCATIONAL PLACEMENT TEAM

——— Action
- - - - Discussion

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PLACEMENT COORDINATOR ⇄ **VOCATIONAL DIRECTOR**

DO NOT FILM THIS PAGE

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4. Check student progress on the job, report to Instructors. Provide a copy of Attachment #9 to each Instructor when student is placed and a copy of Attachment #11 each grading period.
5. Maintain records and reports.

Job Placement
Greeneville - Greene County Schools
January, 1979

Placed by Research Coordinating Unit (RCU):		
• Cooperative Education, placements related to vocational school class		14
• Work experience with pay		33
• Distributive Education, co-op		10
• Industrial Cooperative Training		1
• Graduates		3
Total RCU Placements :		61
Other Cooperative Teacher/Coordinator Placements:		
• Health Occupations Education, Co-op		14
• Vocational Home Economics, related work experience without pay		19
• Distributive Education, Co-op		88
• Industrial Cooperative Training		56
Total, County and City		238
Other Placements:		
Ceta: County	17	
City	22	
Total	39	39
Work/Study:		
County		22
Grand Total Placements		299

Follow-Up
1978 Vocational Graduates
Greeneville - Greene County Schools

	Chuckey Doak	North Greene	South Greene	West Greene	County Average	Greeneville	Vocational School
Employed:							
As trained	29 42%	20 29%	22 35%	20 49%	91 38%	39 37%	67 44%
Other business	19 28%	21 31%	22 35%	5 12%	67 28%	20 19%	53 34%
Agriculture	2 3%	2 3%	0	1 3%	5 2%	0	9 6%
Technical School	2 3%	4 7%	2 3%	0	8 3%	0	4 2.5%
College	12 17%	10 15%	10 16%	10 24%	42 17%	38 37%	3 2%
Military Service	1 1.5%	1 1%	4 6%	0	6 3%	0	5 3%
Unemployed:							
Homemaker	3 4%	7 10%	0	3 7%	13 5%	0	4 2.5%
Other	1 1.5%	3 4%	3 5%	0	7 3%	7 7%	8 5%
Miscellaneous	0	0	0	2 5%	2 1%	0	1 1%
Total = 100%	69	68	63	41	241	104	154

Attachment # 3

INSTRUCTOR'S RECOMMENDATIONS

Student ________________________
School ________________________

ATTITUDE & INTEREST:

_____Enthusiastic
_____Interested
_____Somewhat indifferent
_____Not interested

DEPENDABILITY:

_____Very dependable
_____Required little supervision
_____Sometimes neglectful
_____Unreliable

JUDGEMENT:

_____Displays excellent common sense
_____Usually does the right thing
_____Occassionally uses poor judgement
_____Very poor

ADAPTABILITY:

_____Adjusts easily
_____Good team worker
_____Has difficulty working with others
_____Antagonizes fellow workers

INITIATIVE:

_____Takes hold readily
_____Goes ahead reasonably well
_____Somewhat lacking
_____Lazy

APTITUDE:

_____Grasps ideas very quickly
_____Average
_____Rather slow to learn
_____Very slow to learn

QUALITY OF WORK:

_____Excellent
_____Above average
_____Average
_____Below average
_____Poor

COMMENTS: (Work habits, specific skills, machines, WPM, etc.--Any other comments)

____
____
____
____
____

COUNSELING RECORD:

____
Instructor

Attachment #5

PERMISSION FORM

I HEREBY GIVE MY PERMISSION FOR ______________________________ TO PARTICIPATE IN PART TIME EMPLOYMENT IN THE VOCATIONAL PROGRAM IN WHICH HE/SHE IS ENROLLED.

Date

Signature of Parent/Guardian

I HEREBY MAKE THE FOLLOWING RECOMMENDATION CONCERNING THE NAMED APPLICANT.

Date

Signature of Instructor

I HEREBY GIVE MY PERMISSION FOR THE NAMED APPLICANT TO PARTICIPATE IN THE YOUTH WORK PROGRAM AS ADMINISTERED BY THE JOB PLACEMENT PROGRAM OF THE GREENE COUNTY SCHOOL SYSTEM.

Date

Signature of Principal

Name and Address of Applicant:

Telephone Number of Applicant:

104

ATTACHMENT #6

PRELIMINARY APPLICATION FOR EMPLOYMENT

(Please Attach Photo)

DATE: ______________________ SCHOOL: ____________________________

NAME: ____________________________ PHONE: ____________________________
Last First Middle

ADDRESS: ____ ZIP: ________

Social Security Number: ________ - _____ - ________ GRADE: ____________

DATE OF BIRTH: ________________________ SINGLE: ______ MARRIED: ______

Do you live with parents? __ Guradian? __ Relatives? __ Friends? __ Other? __

****

Have you ever participated in a C.E.T.A. program? YES ____ NO _____

What kind of a job do you prefer? 1. ______________ 3. ______________

2. ______________ 4. ______________

List any machines, tools, equipment, etc. that you feel you can handle well. 1. ______________ 3. ______________

2. ______________ 4. ______________

Others? ____

REFERENCES:	ADDRESS:	TELEPHONE:
1.		
2.		
3.		

Number in Family: ____ Is it necessary that you supplement the family income? _____

Do you have any physical condition that may limit you? ____ If "yes" please explain?

____

CLASS SCHEDULE: Period 1 ______________ Period 4 ______________

Period 2 ______________ Period 5 ______________

Period 3 ______________ Period 6 ______________

If needed for work, do you have: Time last class ends? ________

_____ Driver's License
_____ Special Clothing
_____ Tools
_____ Transportation (Please name kind of transportation to be used to go to work.)

____

____________________________ Signature of Applicant

Year of Graduation ____________ School ____________

Voc. Course ____________ Teacher ____________

Name ______________________________ Name You Prefer ____________
LAST FIRST MIDDLE

Address ______________________________ Phone ____________

Name, Address, and phone number of someone who will always know how to contact you.

____

____

Present Job ____________ Employer ____________

Type Work Desired ______________________________

EMPLOYED BY	JOB	DATE	REFERRED BY

Greene A. Schools RCU

06

Name ____

____________________ Date of Follow-up ____________________

1 .... **Work Status** 1

a ____________________ Working for Pay ____________________ a

b ____________________ Unemployed - looking for work ____________________ b

c ____________________ Unemployed - Not looking for work (why?) ____________________ b

2 ____________________ Present Occupation ____________________ 2

3 ____________________ Where Working ____________________ 3

4 ____________________ Have you had voc. training ____________________ 4

5 ____________________ Has most of your employment been related to voc. training ____________________ 5

6 .... How do you rate your training in voc. skills 6

a ____________________ Very Helpful ____________________ a

b ____________________ Some Help ____________________ b

c ____________________ No Help ____________________ c

7 ____________________ Have you had further training since high school ____________________ 7

8 ____________________ Where ____________________ 3

9 .... Recommendations 9

____

____

____

____

Guidance, Placement And Follow-Up Program For Four County High Schools

A county-wide guidance, placement and follow-up program for all vocational students has been established and is now operating to serve high school students in the various vocational programs of the four high schools in Greene County.

This program was established through a special grant with the Tennessee Department of Vocational Technical Education and is funded by the state.

The overall objective of the program will be to provide a full range of vocational guidance, placement and follow-up services to the schools for the benefit of the students.

Specific objectives of the program are to aid students in gaining job-entry-level skills prior to leaving school, to offer necessary information concerning further education after leaving high school and to assist students in making the next step of their career objective — whether it be in seeking employment or further education.

A placement team which includes in-school vocational personnel, administrators and guidance counselors will be utilized to support the program.

Another objective of the program will be to work with local guidance counselors during the summer of 1978 in an effort to further expand the guidance and information service to students enrolled in vocational education.

This summer training program will include actual on-the-job visits to local employers and industries and, in some cases, actual on-the-job training of the coordinator and guidance counselors involved.

June Sellers has been employed as the coordinator of the program in Greene County. For the past five years she has worked in student placement as Distributive Education Teacher-Coordinator at Chuckey-Doak High School. Prior to this time, her experience was in business education, guidance, and work with resource students.

Through this grant, provision is made for a program to eliminate sex bias and sex discrimination in student employment.

Employers desiring more information about either program may call the job placement office which is located in the Greene County Schools Central Office at Union and Charles streets at 639-4194.

Newspaper Release

MRS. HILDA DUNN TO CONDUCT CHILD LABOR LAW MEETING WEDNESDAY

A meeting to inform area merchants of recent changes in child labor laws will be conducted Wednesday, May 24 at 9:30 am in the Greeneville Light and Power Community Room.

Mrs. Hilda Dunn, East Tennessee Child Labor Law Inspector will conduct the meeting. All area merchants and other interested individuals are encouraged to attend this meeting.

The meeting is being sponsored by the Distributive Education Depts. of the Greene County School System. Refreshments will be served.

THE GREENEVILLE SUN

NEWS RELEASE FOR

MAY 22, 1978

Radio Release

EMPLOYERS, ARE YOU FAMILIAR WITH THE LATEST CHANGES IN CHILD LABOR LAWS? NEW RULES GOVERNING THE EMPLOYMENT OF PERSONS UNDER 18 YEARS OLD WILL GO INTO EFFECT JULY 1.

LEARN ALL ABOUT THESE CHANGES BY ATTENDING A CHILD LABOR LAW MEETING WEDNESDAY MAY 24 AT THE GREENEVILLE LIGHT AND POWER COMMUNITY ROOM. THE MEETING WILL BEGIN AT 9:30am WITH THE EAST TENNESSEE CHILD LABOR LAW INSPECTOR, MRS. HILDA DUNN, PRESIDING. THE MEETING IS BEING SPONSORED BY THE DISTRIBUTIVE EDUCATION DEPTS. OF THE GREENE COUNTY SCHOOL SYSTEM.

REMEMBER:----LEARN ALL ABOUT THE CHILD LABOR LAW REQUIREMENTS AND RECENT CHANGES BY ATTENDING THE CHILD LABOR LAW MEETING WEDNESDAY MAY 24 AT 9:30 am, GREENEVILLE LIGHT AND POWER COMMUNITY ROOM. REFRESHMENTS WILL BE SERVED.

RADIO RELEASE
RUN SEVERAL TIMES DAILY
MONDAY AND TUESDAY MAY 22 & 23

ELCOME TO A
CHILD LABOR LAW
MEETING

PLACE:

Greeneville Light &
Power Auditorium

TIME: 9:30 A. M.
Wednesday, May 24, 1978

CONDUCTED BY:

MRS. HILDA DUNN
EAST TENN. CHILD LABOR LAW
INSPECTOR

PURPOSE

TO ACQUAINT AREA MERCHANTS OF CHILD LABOR LAW REVISIONS EFFECTIVE JULY 1, 1978

SPONSORED BY

GREENE COUNTY DISTRIBUTIVE EDUCATION
REFRESHMENTS WILL BE SERVED

W.G.R.V. Radio Spot

I wish to take this opportunity to thank you for your assistance in recruiting students for the C.E.T.A. program at the Greeneville-Greene County Vocational School.

The interest you have shown in the young people of Greene County is greatly appreciated by those of us involved with these students.

I look forward to working with you in the future.

Respectfully yours,

Harold Patton

Harold Patton

Greene's Vocational School: Part II

Farm, Home and Trade Training Available

(Editor's note: This is the second of three articles concerning vocational education in Greene County. This article deals with the Agriculture, Home Economics, and Trades and Industries programs.)

Three of the oldest vocational programs are offered in the Greeneville and Greene County school systems. They are Agriculture, Home Economics, and Trade and Industries.

Vocational Agriculture is offered in each of the four county high schools as a full time program. Agriculture I, II, III, and IV courses are offered in one hour periods for a total of 4 units of credit.

For those students whose interests go beyond the home high school program, an advanced Vocational Agriculture Program is being planned for the Greeneville-Greene County Vocational School during the 1980-1981 school year.

At the Vocational School, 70 acres of land and a greenhouse are available for development of this advanced program. Specific units of study will include Livestock Production, Nursery Crop, Greenhouse Production, and Advanced Landscaping.

In the field of Home Economics, two major programs are Consumer and Homemaking, and Occupational.

Consumer and Homemaker is offered on the Senior High levels to all interested students. Specific units of study include Child Development, Consumer Economics and Budgeting, Family and Human Relationships, Food and Nutrition, Home Management and Interior Design, and Textile and Clothing Construction.

Occupational Home Economics is divided into two related areas, Child Care and Food Service, and offered only at the Vocational Center.

The Child Care program prepares students for jobs as day care workers, kindergarten workers, and teacher aides. Actual experience with children is a feature of this program.

The Food Service program features actual food preparation in short-order school lunches and enables students to learn to handle, prepare, store and serve food in an efficient and sanitary manner.

The Trades and Industry (T&I) program was started in 1917 and has expanded to include many skill areas.

Specific T&I training programs are not included in the local high school curriculum but comprise a large percentage of courses at the Greeneville-Greene County Vocational School.

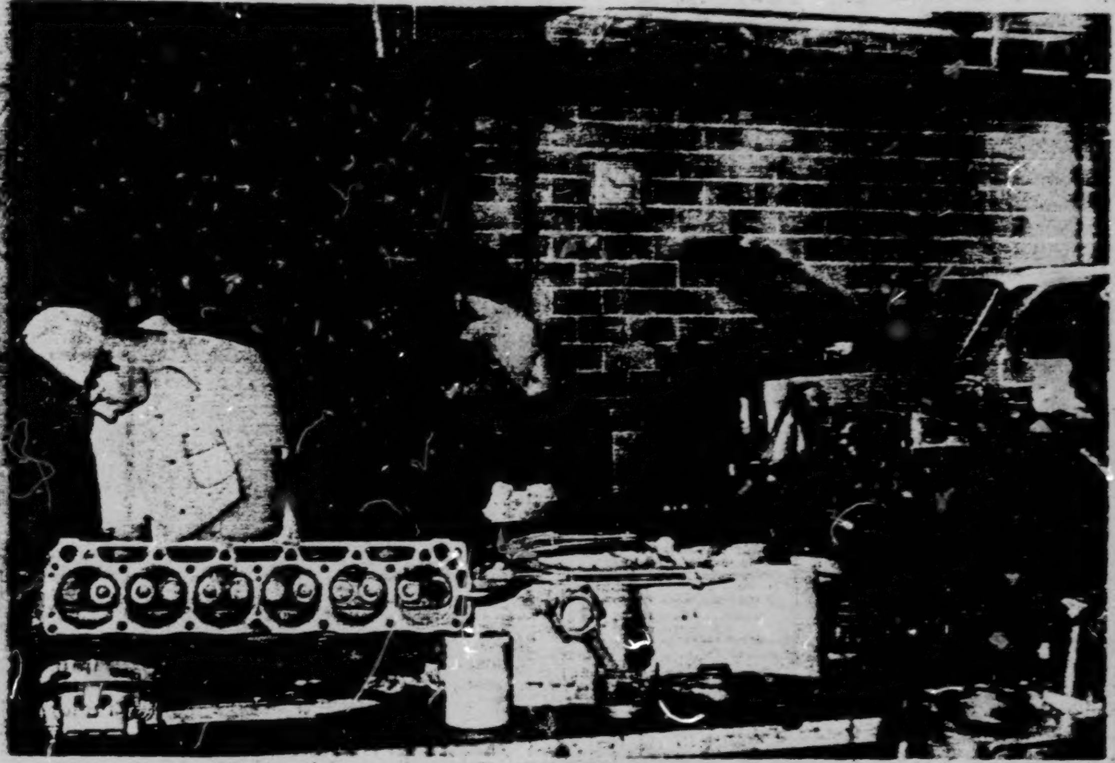
These include Air Conditioning, Auto Body, Auto Mechanics, Building Trades, Commercial Graphics, Drafting, Electronics, Machine Shop, Small Engines, and Welding.

All courses at [illegible] Vocational School are two-year training programs which [illegible] work-study [illegible] in the second year. Programs are open to sophomore, junior and senior students from all five high schools in the area.

Vocational-related youth groups representing each of these three vocational areas are Future Farmers of America (FFA), Future Homemakers of America and Home Economics Related Occupations (FHA-HERO), and Vocational Industrial Clubs of America (VICA).

Students may join these clubs either through the home high school or the Vocational School.

More information about vocational programs may be acquired through each of the local high schools or by contacting the Vocational Education Department, 639-4194, or the Greeneville-Greene County Vocational School, 639-4117.



Learning Through Doing

One of the courses offered at the Greeneville-Greene County Vocational School through the Trade and Industries program is Advanced Auto Mechanics. Students are shown doing actual work on auto repairs at the school as part of the training period. All courses at the Vocational School are two-year training programs which combine study and work outside the school in the second year. (Sun photo by Bob Coppedge)

Greeneville Sun, Fri., Sep. 14, 1979.

Greene's Vocational Education, Part III

There Are Special Programs To Meet Some Special Needs

(Editor's note: This is the third in a series of three articles outlining programs available at the Greeneville- Greene County Vocational School.)

In the past years, Vocational Education has undergone tremendous growth in Greene County and is now not only preparing students for future jobs but also serving those with academic problems and physical handicaps.

Two special programs aimed at correcting these problems and handicaps are the Vocational Improvement Program(VIP) and the Vocational Advancement Program(VAP).

The VIP program features individualized instruction for students who are below grade level in reading, mathematics, English, and other related areas.

In this program, a computer "diagnoses" the kind of skills a particular student needs to work on and then "prescribes" academic activities. Each child works on a different level with activities designed to meet individual needs.

The second of these special programs is the Vocational Advancement Program (VAP). It's designed to help students overcome any difficulty preventing them from making progress in a regular vocational class.

After a certain level of improvement, the students are allowed to enter regular vocational classes.

Instruction in VAP includes occupational preparation, improved self concept, social and civic responsibilities, and practical money management.

The program features a general shop to acquaint students to all areas offered at the vocational school. VAP students are able to enter cooperative work-study programs after a sufficient amount of training.

In addition to these programs, there are three vocational programs that are attracting large numbers of students into Vocational Education programs.

One of these is Distributive Education (DE) which is available through each of the four county high schools, and its counterpart at Greeneville High School, Industrial Cooperative Training(ICT).

DE and ICT students study personal relations, customer relations, business organization and management, marketing and distribution, salesmanship, advertising, and other areas of business.

A second popular program is Office Occupation. Courses offered are typing, data processing, shorthand, and business machines which includes the memory typewriter and record keeping.

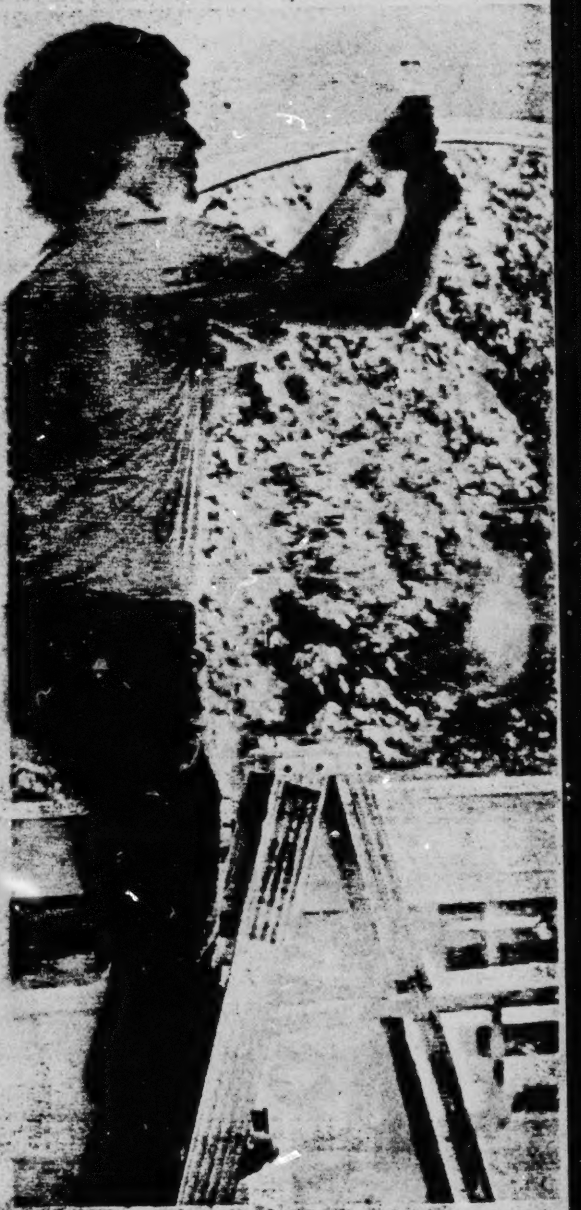
The third vocational course attracting students is Health Occupation. Through this program students learn skills needed by the non-professional members of the nursing team who assist in the care of patients.

The student also becomes acquainted with professional work of health teams such as the practical nurse, professional nurse, dental assistant, lab technician, and x-ray technician.

Perhaps the biggest advantage of vocational education is the job placement service. This county-wide service is operated by a team consisting of the placement coordinator, guidance counselors in each high school and the vocational school, and each vocational instructor.

The job placement service is available through each vocational area offered at the Greeneville-Greene County Vocational Center and through the DE and ICT courses at the local high schools.

For more information concerning vocational programs, contact the Vocational Department of Education, [illegible]; the Greeneville-Greene County Vocational School, [illegible]-2117, or each of the local high schools.



On-The-Job Experience

One of the features of the Greeneville-Greene County Vocational School is on-the-job experience where techniques learned at the school are applied in actual working conditions. Here Charles McLain, a senior at Greeneville High School, puts the finishing touches to a curtain rod in his part-time job is the custom drapery department at Parks-Belk Company. McLain is an advanced Building and Trades at the vocational school. (Sun photo by Bob [illegible])

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VOLUME ONE; NUMBER 1 OCTOBER 10, 1979

GREENEVILLE-GREENE COUNTY VOCATIONAL CENTER

We would like to introduce you to the 1979-1980 vocational school year. I am writing this introduction to let you know something about our personal commitment to the students of Greeneville and Greene County, both high school and adults who are involved in vocational education.

Our basic belief about vocational education is that it is education involving the total student. It should give one a sense of pride, self satisfaction, stress dignity of work and basic concepts as well as skill in a particular trade area. The overall philosophy and goal of the vocational center is to train individuals for an entry level job. As we strive to train these individuals, we are aware that we are implanting certain character traits, attitudes and other personal traits which the individuals may possess throughout life. Therefore, each employee of the school is charged with the responsibility of performing any and every task that would aid the individual toward becoming a totally productive citizen. Not only should the individuals be trained to care for their own personal needs, they should also be made aware of their responsibilities to their family, home, friends, God and country.

We are well pleased with the high school and adult enrollments this fall. Our high school student body is getting off to a good start and the numbers in our classes and the quality of students are much improved over the past years. We are equally proud of our staff members at the center. They are highly skilled in their respective teaching areas and dedicated to their professions. With this combination (students and staff) we are looking forward to a great year at the center.

There are several things we hope to accomplish this year in the way of new and improved vocational education. We have expanded the electronics, electricity and machine shop classes to full time programs. A child care course and a second health occupations class have been added to the curriculum. Also there have been additional services added to the vocational advancement and vocational improvement programs with the addition of new staff members and expanded curriculum. Also, doubling of the number of students served in these programs has been scheduled. There has also been two daytime adult CETA classes started; one in office occupations and another in a combination of masonry/carpentry skills.

The teachers are planning with their respective advisory craft committees now for the activities for the school year. We are planning a spring open house at the center and an awards day for the vocational students. Hopefully during the course of the year we will have several more worthwhile activities about which you shall be informed.

During the year if there are students, parents, interested citizens, or community leaders who have questions or concerns about our work at the vocational center feel free to call upon us. We are in the community to serve the people of Greeneville and Greene County.

Greeneville-Greene County Vocational Center

James R. Seip, Principal

High School Programs Offered

The Vocational Center has opened this school year with students taking fifteen different vocational programs. Each course is designed to prepare the student for entry-level work in that particular field and to teach attitudes, habits, and basic skills important in all areas of employment. A brief description of these programs is included below:

Air Conditioning, Refrigeration, and Heating prepares the student to install and service cooling and heating systems and learn related sales work for any of these systems.

Auto Body Repair is the study of body and frame alignment and performing repairs on body damaged automobiles.

Automobile Mechanics will enable the student to perform repair operations on systems of the automobile, truck, and tractor.

Building Trades involves the study of building materials and methods, blueprint reading, plumbing, masonry, and woodworking, as used in construction of a building.

Care and Guidance of Children students will learn the skills and attitudes needed to assist or work in the supervision of the various activities of children.

Commercial Graphics students learn procedures and operations involved in art, photography, and printing as they design and work with techniques and machinery of the trade.

Cosmetology teaches students care and styling of the hair, facial treatments, and manicures.

Electricity and Small Appliance Repair students learn proper wiring methods and techniques, interpretation of the wiring methods and techniques, interpretation of the National Electrical Code, industrial blueprint reading, and to apply learned knowledge as they work on real electrical jobs.

Electronics and Radio-TV Repair provides knowledge of fundamentals of current, vacuum tubes, and other semiconductors as applied to the electronics industry.

Food Management, Production, and Services emphasizes the correct methods of purchasing, preparing, and serving food.

Health Occupations acquaints the student with areas of the health field--nurse, dental assistant, laboratory and x-ray technician and other health service areas.

Machine Shop and Machine Drafting instruction instruction involves machine tool operation, blueprint reading, basic hand tools, layout and bench work. The drafting phase deals with the requirements and techniques necessary to prepare and provide information needed in the metalworking trades.

Small Engine Repair will train the student to perform repair operations on lawn mowers, tillers, chain saws and similar equipment.

Vocational Office Education, Including Basic Data Processing, offers the student training in skills and duties needed for a competent office worker.

Welding enables the student to learn and perform techniques of ox-acetylene, arc, TIG, and MIG welding.

Enrollment Sets New Record

Students in Greeneville and Greene County have enrolled in record numbers at the Vocational Center this fall. At the time of this writing 730 students were enrolled in fifteen vocational programs. This surpasses the old record of [illegible] students at this time last year. Individual school enrollment is as follows: Chuckey-Doak - 120; Greeneville - 146; North Greene - 82; South Greene - 194; West Greene - 92; and VIP 96. These totals do not include another 75 students that attend the Vocational Center on an all day schedule. These students are in the vocational advancement program and have classes in English, Math, Home Economics area, and shop classes.

FOCUS ARTICLE

Each quarter the vocational center will present an article covering some important aspect of vocational education.

The Advisory Council

Each school system which receives state and federal monies for vocational education is required to establish a local advisory council. Volunteer citizen advisory committees have historically been a feature of American education. Vocational education has utilized such committees in some form since 1917.

Actually the committees are more than advisory since they participate and are involved with schools, students, and teachers in occupational training. They provide knowledge of practical matters, with insight and judgment based on experience.

The committee provides advice to the school administrators as to the needs for vocational education, the manpower needs and available employment opportunities, as well as the local plan for vocational education. They also assist in the evaluation of the effectiveness and accomplishments of vocational programs in terms of goals and objectives specified in the local plan. Based on the outcome of the evaluation process, the committee may suggest changes in programs, services, and activities.

Some of the purposes and duties of the advisory committee are:

--Help determine the occupations for which training is needed.
--Set up short-term goals for the program.
--Recruit students that are in need of the training.
--Help keep the curriculum up-to-date as to the jobs available.
--Provide jobs for the students.
--Act as public relations people.
--Help secure materials needed.
--Give advice and encouragement to students.
--Create rapport between industry, business, and the vocational education program.
--Make suggestions for subordinate occupational committees.
--Make plans for the growth and expansion of the program.
--Assist in securing permanent job placements for students.
–Make suggestions for other types of programs needed in the community.
--Assist in the evaluation of the program.
--Help in finding suitable training stations.

A craft or occupational committee is designed for specific individual occupational areas. The committee is designed to provide a realistic mechanism necessary for programs of vocational education to become an integral part of the community and to reflect the occupational needs of the area. The members are asked to give advice, counsel, and assistance in the planning, development, and evaluation of vocational programs. They assist in the establishment of a communication network with business and industry as program advisors, supporters and employers in order to insure the relevance of course and curriculum.

Some of the responsibilities of the craft committee include the following:

--Make recommendations regarding program content and needed curriculum changes.
--Recommend facilities and equipment.
--Provide placement assistance and follow-up information.
--Provide the instructor with current happenings in the world work place and offer technical assistance.
--Assist the instructor and staff in developing performance objectives for the students.

CLUB NEWS

Future issues will have local club news included as a part of the regular newsletter: The clubs affected are:

Tennessee Office Occupations Clubs (TOEC)
Home Economics Related Occupations (HERO)
Health Occupations Student of America (HOSA)
Vocational Industrial Clubs of America (VICA)

IS COOPERATIVE EDUCATION FOR ME?

How would you like to work, learn, get school credit, and earn money at the same time in your chosen vocational career? If you are at least sixteen years of age, a senior or about to become a senior, you are doing well in your vocational class and your home-school subjects, your vocational instructor says you are ready to work, and you have transportation, cooperative education may be for you.

If you fit the above description and really want to work as a cooperative education student, here is the way to join more than thirty students who are now in this program:

1. Be sure you are ready to put forth extra effort to be in co-op.
2. Discuss it with your parents, instructor, and counselor, also, if you desire.
3. Ask your instructor for a preliminary application for employment and a parent and principal permission form.
4. Complete these and give them to your instructor.

Your instructor will fill out a recommendation form and give these papers to the placement coordinator who will interview you for job placement, try to locate a suitable job related to your vocational training, and arrange an interview with an employer. The employer will decide if you are suited to his needs and hopefully hire you. The placement coordinator will then work out your schedule with your home school counselor, your vocational instructor and your employer.

When in cooperative education you must remember that school comes first. You must attend classes as scheduled as well as be at work when expected. Students who neglect school for work may be dropped from the cooperative program.

After entering the cooperative program, you normally will attend your vocational class one day or three hours per week and complete two hours of assignments outside of class. You will attend your home school classes every day. You will be graded on the job. Your instructor will include this grade in your class grade and you will receive credit just as you would if you were in class every day.

Cooperative education students work from ten to forty hours per week. Current pay ranges from $2.00 per hour to $6.00 per hour with our present group of students. Most students get minimum wage, $2.90 or slightly above.

Remember that training, learning and preparation for a worthwhile career is what this is all about. Prove to your instructors that you are mature and capable in class, then you may get the reward of becoming a cooperative education student where you can [illegible] job experience and start your way up the career ladder to success.

Recent Graduations

Graduation exercises were held for Class Twenty of the Vocational School's Practical Nurse Program on Thursday, September 20, 1979, at the school. Seventeen individuals received Certificates of Completion by having obtained 1800 hours of training. These individuals are now eligible to sit for the State Board examination to become licensed as practical nurses.

Graduation exercises were held for an Electronics Class (TV repair) on Friday, September 28, 1979, at the school. This class was sponsored by the Magnavox Company and the adult phase of the Vocational School. Twenty-four employees of the Magnavox Company were enrolled in the class; and as a result of this training, they have passed a Company administered test that enables them to be up-graded as many as four pay grades on their jobs.

POST SECONDARY (ADULT) EDUCATION

The administration, faculty, and staff of the Greeneville-Greene County Vocational Center main[illegible] that post-secondary education is an important part of the total program of public education.

We believe it is our responsibility to assist people in choosing a suitable trade, industrial or technical occupation and to maintain satisfactory progress in their chosen field. We also believe that vocational education is intended to serve those who want the training, who need it, can profit from it, and will use it in useful productive work; thus becoming a valuable [illegible] which he or she lives.

The purpose of the adult phase of this school is to train individuals in their selected fields, develop in each individual a knowledge and understanding of the opportunities and requirements of the occupation for which he or she is being trained; instill in each student that work is the right of everyone, and that it may be enjoyable and productive; prepare the student to identify and solve these problems with which he or she may be confronted in an on-the-job situation and to encourage graduates to secure a livelihood for themselves and to take pride in supporting those dependent upon them.

The adult programs provide offerings on a part-time, as well as a full-time schedule. The part-time [illegible]ses are scheduled on a semester basis with 17 weeks included in each semester. The general catagories of these courses include skill trades, consumer and homemaking, office education, sales and management, agriculture, real estate, arts and crafts, nursing and possibly others. Ordinarily, any course that trains an individual for a job may be offered. Those offerings would depend upon the interest of local citizens and the needs of the community. They may be offered on a variety of time schedules.

The adult programs are offered both to those who have completed high school and those who have legally left full-time school. However, some courses do require that a person have a high school diploma or its equivalent. Qualified applicants are selected on the basis of the date of their application, their ability to profit from the training program, and the career objectives of the individual.

The cost for secondary courses is calculated at $25.00 per one hundred hours of instruction per course. This fee covers the cost of supplies and materials required by the instructor. Costs for some books, special clothing, shoes, and other supplies required for some courses must be paid by the students.

Post secondary education is provided as a cooperative endeavor by the two local systems and the State Department for Vocational Education.

Classes in which students attend the Vocational Center all day

Vocational Improvement Program (VIP)

VIP is designed to help students overcome any difficulty that may be preventing them from making progress in a regular vocational shop class. It is designed to assist students in improving their self-concepts and provide learning experience in shop related skills in reading, vocabulary, and math. Program emphasis is on preparation of the individual to be economically independent and to successfully enter the world of work by helping him/her gain job entry skills and appropriate job attitudes.

Vocational Advancement Program (VAP)

The aim of VAP is to assist students in developing the necessary academic and vocational skills, knowledge and attitudes that will enable them to successfully enter the world of work. In addition to assisting students in becoming employable, the program is designed to equip students with independent living skills so that each one may live a life that is meaningful to self, family, and society.

What's In A Name

Just a word about the question marks (?????) as the heading of this newsletter. We have not decided upon a title for the vocational center's newsletter at this time. We would like to have the students at the center involved in this procedure. Before our next publication there will be a contest which will involve all students in helping name the newsletter.

This newsletter is produced as a joint effort by the Commercial Graphics class and the Vocational Office Education class under the direction of June Sellers, Wilma Lynch, and Fletcher Breeden.

Expenses incurred in the production of this publication are paid through a proposal grant by RCU of the State Department of Education.

79-80 VOCATIONAL CENTER CALENDAR

HAPPENINGS	DATES
Vocational Advisory Council Meeting	*10-[illegible]9* *11-27-79* *1-22-80* *3-25-80*
Local VICA Meeting	*10-25-79* *11-23-79* *12-20-79*
State Vocational Directors Meeting	*11-8 and 9*
American Education Week	*11-11 thru 17*
American Vocational Association National Meeting (Anaheim, Calif.)	*12-1 thru 7*
Sorthern Association of Colleges and Schools Congerence (Atlanta, Ga.)	*12-9 thr[illegible]*
School Club Skating Party	*12-1[illegible]*
School Staff Christmas Party	*12-17 thru 22*
Area VICA Contests	
Regional Contest - E.T.S.U.	*Feb.*
State Contest - Nashville	*March*
Vocational Education Week	*2-4 thru 8*
FHA/HERO State Contest	*4-16,17,18*
Vocational Center Awards Day	*May*
Vocational Center Open House	*5-8 5 till 8*

Greeneville-Greene County Vocational Center

ROUTE 3, BOX 48
GREENEVILLE, TENNESSEE 37743

National Vocational Education Week Observed

BY DANNA BRICKELL
Greeneville School System

February 10-16 was National Vocational Education Week, and the Greeneville-Greene County Vocational School as well as other educational institutions across the country observed it. Both young people and adults today face a tremendous task of selecting a career development program that is right for them. Careful investigation and observation are necessary for the potential student to choose the career training program which will provide the most satisfying and rewarding careers. Therefore, the purpose of this national observance was to bring attention to the merits and accomplishments of vocational education.

The Greeneville-Greene County Vocational School, which is a joint endeavor of the city and county school systems, has a truly outstanding program which provides a wide selection of courses for a wide variety of people. Their main purpose is to train individuals for productive work and implanting certain character traits and attitudes which will help the students to become competent and reliable employees. Mr. Floyd Sellers is the Director of the Vocational Program, and Mr. Jim Seip is the principal at the school.

The majority of the students enrolled at the vocational school are area high school students who spend a half-day at their home high schools and a half-day at the vocational school. All programs are designed to be two-year programs (except cosmetology which is a three-year program.) The courses which are offered are:

-Advanced Agriculture
-Air Conditioning,

vantaged and-or handicapped. The main goal of VAP-VIP is "to help each student maximize his abilities to the fullest ...to enable him to enter the world of work." This program was selected as the outstanding program of its kind in Tennessee in 1979.

COOPERATIVE EDUCATION

One of the most dynamic features of the Greeneville-Greene County Vocational School program is the cooperative education which may be offered in conjunction with any of the courses. In this program, a business and the school join together to train selected students over 16 years of age in their chosen careers. The student spends about half of the day in school studying and learning a career and approximately half a day in a paying job where learning continues with practical experience.

Not only are the students and the instructors pleased with the cooperative education program, many of the employers are extremely complimentary and positive. Mr. Terry O'Donovan, the personnel director of Metals Engineering, said that the co-op students are "well-trained, have a great sense of responsibility, excellent attitudes, and were accepted by the other employees quite well." He said also that the greatest advantage for the students is working in an industry environment.

Fred Gettings, the personnel director at Magnavox, said that most of their students were electronics repairmen. He said that like all employees they had to be oriented to the Magnavox operation, but that they came from the vocational school equipped with all of the basic skills that they need to be highly competent repairmen.

Co-Op Student

Daisey Pierce, a cooperative education student at the vocational schools, confers with Mrs. Elwanda Carpenter, a teacher at Crescent School. Daisey works as an aide with Mrs. Carpenter and two other teachers in conjunction with the child care class she is taking.

already have. Max Lawson of Lawson Chevrolet, who employs co-op students, said that he also has two skilled auto body repairmen who are currently going to the vocational school to study mechanics.

In many classes, there is no minimum standard for admission other than that the person will be able to profit from the course. The instructors are well-trained in their respective fields and [illegible] give as much time as [illegible] to meet the needs of the class. A nominal fee is charged to purchase text-programs (except cosmetology which is a three-year program.) The courses which are offered are:

- -Advanced Agriculture
- -Air Conditioning, Refrigeration and Heating
- -Auto Body Repair
- -Automobile Mechanics
- -Building and Trades
- -Care and Guidance of Children
- -Commercial Graphics
- -Cosmetology
- -Electricity and Small Appliance Repair
- -Electronics and Radio-TV Repair
- -Food Management, Production, and Services
- -Health Occupations
- -Machine Shop and Drafting
- -Small Engine Repair
- -Vocational Office Education
- -Welding

In addition to these courses, VAP-VIP (Vocational Advancement and Improvement Programs) are offered at the Vocational Annex. Dr. Joyce Bales is the director of these programs which are designed for students who are disad-

to be oriented to the Magnavox operation, but that they came from the vocational school equipped with all of the basic skills that they need to be highly competent repairmen.

Most of the employers who have co-op students working for them agreed that the students were eager, conscientious, and well-trained. Also these students who train with a company often stay with the company. Therefore, the cooperative education program provides not only on-the-job training for the students but often employment upon graduation.

ADULT PROGRAMS

Through the vocational school, a wide choice of vocational programs are offered to adults at night. Classes are offered not only to train people to enter the job market but also to train them for upgrading and advancement. Many trained people, as well as college graduates, attend the vocational school to improve their understanding of their current job or to add additional skills to those which they

the course. The instructors are well-trained in their respective fields and [illegible] give as much time as [illegible] to meet the needs of the class. A nominal fee is charged to purchase textbooks and materials. A certificate of completion is awarded to [illegible] who satisfactorily [illegible] 70 of the class time. Courses which are offered during the day are offered from time to time at night as well: Bookkeeping, Nurse Assistant, Practical Nursing, Schematic Reading, Shorthand and Typing. a wide variety of courses which appeal to everyone interested in a career. More and more students who are planning to go to college to study engineering, nursing, education, nutrition, or various other fields are going to the vocational school first to gain some practical experience. The administration and the faculty are doing an outstanding job in training the future workers of our community by increasing their skills as well as their self-confidence.

124 A Welder

Bill Grimstead is a senior at the Vocational School and at Greeneville High School. He is a welder who is in cooperative education at Metals Engineering, and his fore- man claims that Bill is extremely competent. (Photos special to the

THE VOCATIONAL STAR

VOLUME ONE: NUMBER 3 March 28, 1980

Co-op Students Earn $171,000 This Year

Cooperative education is good business here at the Greeneville-Greene County Vocational Center. The seventy students in the program this year have earned $171,000.00 as of this writing. Pay has ranged from minimum wage to $6.00 per hour.

This record speaks well for the earning capabilities of qualified technically-trained students who are ready to begin their working careers.

These students are taking advantage of the opportunity to: Develop on-the-job-skills; obtain experience for permanent employment; become more financially inindependent; learn good social and work attitudes; put into practice skills learned in class; and obtain practical experience for scholastic credit while being advised and assisted by the center's staff.

When qualified students start the on-the-job phase of their training in cooperative education, employers do not expect them to know everything about their specialty. They are still learning while working for pay. This is why they are graded at work, get credit for working, and are excused from the laboratory part of their schooling except for five hours per week.

You may wonder how students get to work for pay while still learning on the job and going to school. This is done toward the end of the junior year or the beginning of the senior year, through a selection process involving the instructor, the counselor, the parent, the student, and the placement coordinator.

In Health Occupations Education, Mrs. June Johnson and Mrs. Gayle Henderlight do the complete job of selecting, coordinating and evaluating the 13 students who are now working in cooperative HOE. Forty-three HOE 1 students are now training and will be ready for placement at the beginning of next school year.

For the other vocational classes the team approach is used in selection of students for co-op. The instructor is the key person in determining whether the student must work in a job related to the vocational class. It might be said that entering the cooperative program is a bonus for working hard in class to develop the necessary job skills.

After selection for cooperative training, the placement coordinator, and sometimes the instructor or student, finds the right job opening related to the vocational class. The student is interviewed by the employer and if the right impression is made, the student is hired.

Students work from 15 to 40 hours per week. Most of those working 40 hours are working second shifts from about 3:00 or 4:00 p.m. to 11:00 or 12:00 midnight. In these cases the co-op student comes to morning vocational class only on Monday, since most do not usually work on Sunday night. In this way a student may sleep late, then attend classes daily at the home school in the afternoons. Work schedules vary. Some students work in the mornings.

The placement coordination is responsible for coordinating the efforts of the student at work and in school as well as keeping the instructor and employer informed, resolving problems, and getting progress reports after the student has started work.

To assist students, teachers and employers in making cooperative education a successful venture, the placement coordinator and the Vocational Center's Commercial Graphics Department have produced two booklets, *"The Training Sponsor Handbook"* and *"The Student/Teacher Handbook"*. These are given to everyone involved in the cooperative program.

It is of utmost importance that all cooperative education students understand that the school part of the program comes first. Students are not allowed to go to work and not go to school. Such behavior will result in the student's being dropped from cooperative education and the probable loss of the job. It is equally important that co-op students be on the job as scheduled, even when school is not in session, such as snow days and vacations. The student must provide his own transportation to and from work.

The only vocational class from which students may not co-op is Cosmetology. Students in this field of training may not legally work until they are licensed which usually means after graduation.

Cooperative education program students are currently employed in the following locations: Barclays American Financial, Inc.; Holston Methodist Home; Bolton Chrysler Dodge; Burger Chef; Citizens for Children Day Care Center; Compton Builders; Cresent School; Davy Crockett Truck Stop Restaurant; Defasco of Tenn-

Continued on page 2

essee; Duggins TV; Eastview School; Fox-Tipton; Franklin Furniture Company; Greene Valley Developmental Center; Greeneville-Greene County Vocational School; Greeneville Metal Manufacturing, Inc.; Hick's Sheet Metal Company; Jerry's Salvage, Used Parts and Cars; Laughlin Memorial Hospital; Lawson Chevrolet-Mazda; Life Care Center of Greeneville; Magnavox Consumer Electronics Company; Metals Engineering Corporation; Moody Dunbar, Inc.; Nolichuckey Enviromental Center; North Main TV; Quality Machine Products Company Inc.; Rivercrest Farms; Southeastern Contact Lenses; Tabernacle Child Development Center; Towne Gate Motors; West Greene Cafeteria; F. M. Woolworth Company

Laughlin Largest Co-op Employer

Laughlin Memorial Hospital is the largest employer of cooperative education students in Greeneville. Twelve are currently receiving job training with pay there. Robert R. "Noah" Roark, Personnel Director has this to say about the program:

"As the medical profession becomes more complex and changing, the need for health profession training programs becomes more crucial. Due to the technological changes and shortages of qualified applicants for health related occupations, Laughlin Memorial Hospital has placed a much greater emphasis on formal and continuing education training programs.

"The Hospital has found the Work Study Programs initiated by the Greeneville-Greene County Vocational Center to be an effective means for providing actual on-the-job qualified employees upon their graduation from high school. Laughlin Memorial Hospital is pleased in sponsoring and providing training sites for the Health Occupations and Office Skills programs and is looking forward with optimism to many years of close association with the teachers, students, and staff of the Vocational Technical Center."

Robert R. "Noah" Roark

NEWS BRIEFS

YARD SALE - The Vocational Youth Clubs--VICA, HOSA, TOEC, AND HERO--are sponsoring a consolidated yard sale and auction at the Vocational Center on Saturday, April 12. The yard sale will begin at 11 a.m. and continue until the auction begins at 2 p.m. Mr. Hilton Seay and Mr. Hal Pruitt will conduct the auction which will continue until all merchandise is sold. The green house will be open and indoor plants may be purchased. Refreshments and short order food will be available.

The purpose of this activity is to eliminate some of the door-to-door fund-raising in which students are often involved. Proceeds will be used for the club activities of the youth organizations. Donations as well as articles on consignment will be accepted. Parents, students, and the general public are encouraged to participate.

AWARDS DAY PROGRAMS for the morning and afternoon blocks will be held at the Vocational Center May 14. At this time outstanding achievement on the part of our students will be recognized. The public is invited.

OPEN HOUSE will be held at the Vocational Center during the school day and from 5:00 to 8:00 p.m., May 15. Students will be on hand for each session. We hope you will plan to attend and see what is happening at your center.

Happenings In VIP-VAP

The students and staff of VAP-VIP are to be commended for the effort and cooperation they have exhibited all year. This same positive attitude is continuing, and it is felt student anticipation and excitement will continue throughout the year. Several interesting activities are planned by and for the students. They include:

The second RIF Day will be held on Wednesday, March 5.

One other RIF Day is planned later in the spring.

VAP—VIP Awards will be May 16.

VAP students are currently involved in projects that will be entered in the Gray Station Fair and the Knoxville Fair.

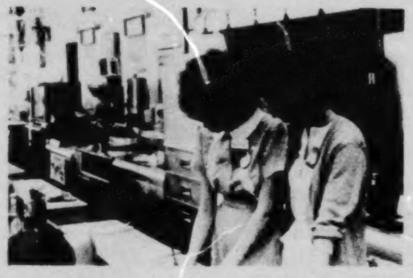
Approximately forty-five VIP stu-

Continued on page 4

Left to right: Kevin Swatsell, C E student and Jerry W. Owens, Magnavox Co.

Left to right: Frank Richards, Barclays American Financial, Inc. and Beverly Shelton, C E student.

Left to right: Gary Mesoner, C E student and Eddie Shipley, Towne Gate Motors.



Left to right: Lankey Mitchell, C E student and Betty Alexander, F. W. Woolworth Co.

Bill Lanphard, C E student, Compton Builders

Comments from Employers and Student-Employees

COMPTON BUILDERS

"Bill Leophard has picked up basic knowledge from his Building Trades Class which makes him definitely easier to train than the normal new hire. I would welcome another cooperative education student who is as willing to work as Bill."

Normal Compton, Owner

"Working with Mr. Compton and his experienced crew has enabled me to learn about all phases of building a house. I am glad co-op has given me the opportunity to apply the things I learned with Mr. Lowe in Building Trades Class. I hope to continue learning and working with Mr. Compton on a full-time basis after graduation.

Bill Leophard, CE student

F.W. WOOLWORTH COMPANY

"I think the cooperative education program is one of the best school-work combined programs that has been set up. The students are very clean, outstanding young people. We have participated in a similar program for several years. It is good for the employee and employer; also, the people that head up the program are very nice and helpful."

Betty Alexander, Assistant Manager

"I appreciate being able to get job experience at Woolworth's. My work associates have been very helpful to me. Being able to meet people every day is enjoyable and helps to develop my abilities.

Lonkey Mitchell, CE Student

MAGNAVOX CONSUMER ELECTRONICS COMPANY

"Kevin Swatsell and the other students from the vocational center have proved to be a valuable asset to me and to Magnavox.

"Their level of training and their willingness to learn, plus their attitude toward their co-workers and everyone around them speak highly of both the students and the center.

"I feel that employers who utilize this source when seeking skilled help will be pleased and safisfied with the job done by these students."

Jerry W. Owens, Test and Inspection Supervisor

"Being able to co-op has opened numerous doors for me. I think that everyone would enjoy working at Magnavox as much as I have. I want to thank everyone for their effort in making it possible for me to work at Magnavox.

"After graduation I hope to attend Tri Cities Technical School and earn an associate degree in engineering. At that time I would like very much to return to Magnavox."

Kevin Swatsell, CE student

TOWNE GATE MOTORS

"Body shop students from the vocational center know generally what to do and take much less training than the general employee with no experience. There are a few techniques that we concentrate on with such a student, but their training makes it so much easier for for the employer. "Soap" Casteel has obviously done a good job on training Gary Masoner.

"Gary works 100% of the time and does well on anything he tries. He is very open to suggestion and willing to do things our way. We are trying to see if we can use another co-op student as soon as possible."

Eddie Shipley, Body Shop Foreman

"If that vocational center could turn out just 25% of students as good as Gary, it would be worthwhile."

Henry Metcalf, Body Shop Employee

"I'm grateful for the experience of watching and working with professionals, and being able to do a few things that I didn't get a chance to do before. All the men that I work with have different techniques that they are expert in and that I can learn from.

"When I graduate I hope to stay right here at Towne Gate. The people I work with are nice to get along with."

Gary Masoner, CE student

BARCLAYS AMERICAN FINANCIAL, INC.

"My experience is that cooperative education is the best way to get a good part-time employee. You get loyalty from the student and excellent backing from the center. Beverly does well on anything she is assigned to do.

"I would encourage any employer, looking for either a part-time or full-time employee, to go through the cooperative program. These students are more highly trained and are ready to do the duties of the assigned job."

Frank Richards, Manager

"Cooperative education has helped me to further my career and to decide what to do with my life. I like Barclays American Financial because everyone here helps me to do a better job. I enjoy meeting our clients. There is never a boring moment.

"I would like very much to be able to stay here after graduation."

Beverly Shelton, CE student

NOTE: Space does not permit us to include pictures and comments from all employers and co-op students. Those included here are merely representative of the group. The VOCATIONAL STAR congratulates all co-op students on their attainments this school year.

Adult Education

Almost a thousand people are enrolled in some form of adult education at the vocational center. The courses offered are limited only by the interests, preferences, and ambitions of the people in our community. Among the courses offered at present are auto mechanics, welding, cosmetology, machine shop, electronics repairs, auto body and fenders, drafting woodworking, commercial graphics, upholstery, typing, computer programming, clothing management, cake decorating, accounting, macrame, sign language, nurse's aide, emergency medical care, building trades, and office education.

Adult education is meeting the vocational and avocational needs of a large number of Greene countians.

This newsletter is produced as a joint effort by the Commercial Graphics class and the Vocational Office Education class under the direction of June Sellers, Wilma Lynch, and Fletcher Breeden.

Expenses incurred in the production of this publication are paid through a proposal grant by RCU of the State Department of Education.

From the Director's Desk

The Greeneville-Greene County schools are fortunate in having a pre-occupational program in their high school curriculum. Both school systems are to be praised for their efforts in this area of education, and they are the front runners in this type of program in the state.

The pre-occupational programs begin with the assumption that students have little or no understanding of the world of work and their potential relationship to it.

Considerable attention is focused on the individual's expressed interests in particular occupations. All students are expected to go through a period of career exploration whether they are college bound or not. By using the career cluster exploration approach, students can make a better entry into an occupational program (academic or vocational) based upon facts and experience rather than emotion and social stereotype.

If career education is to become a reality at the secondary level, our schools will have to find a way to introduce occupational experiences for many areas not presently included in our vocational or academic programs. In principle, it is possible to arrange a varied occupational training program if a legitimate occupation exists in a community and a student can demonstrate a need for the training.

In order to decide whether there is a valid need for a program, an organized cooperative educational plan working with community agencies, employers, and other professional resources is being utilized. It is by this cooperative approach that many students in our county have had the opportunity to participate in career development based on their individual needs.

I would appreciate the opportunity to discuss the pre-occupational program with any school, group, or individual if an in-depth discussion is needed.

Floyd Sellers, Director

VIP – VAP (CONT.)

dents will attend Camp Clements during the week of May 5-9.

Approximately forty-five VAP students will attend Camp Clements during the week of September 15-19.

The staff of VAP–VIP are currently involved in two national studies. "High School and Beyond" is a study which deals with "Individual Education Plans for Handicapped Students in Vocational Programs." Involved in these studies are Dr. Joyce Bales, Jerry Renner, and Scarlett Sinks.

On Jan. 26 Mary Anne Ellenburg and Patricia Harold were involved in a workshop that was held at the Vocational Center Annex. Approximately forty educators from across the state were in attendance. The project is a federally funded program which deals with job placemnet of handicapped students, and is coordinated through the University of Tennessee

The entire staff is also currenlty involved in the assessment of students for the programs next year.

The Principal's Corner

As we reflect back over the first semester, there are many accomplishments to be seen. Among these is the co-op program for our advanced students. Since this was a new venture for the vocational center, we are pleased to report the huge success it has been for our students and teachers. We want to express our appreciation to the many businesses that have employed these co-op students. Without their help and cooperation we could not have a successful vocational co-op program.

We are also pleased with the way the year has gone for each class and the dedication the teachers have shown toward their subject areas and students. All staff members have put forth their best efforts to have a rewarding year. The students are to be congratulated on their behavior and willingness to cooperate in making this one of the finest years yet at the vocational center.

For those who are not aware of the progress and growth within the school, let us look at the programs which have been expanded this year. The electronics course has grown from a half-time class to a full time program with 40 students. The health occupations, vocational office education, and cosmetology classes have grown from one-teacher to two-teacher programs. We have incorporated the commercial art course into graphic arts which includes three areas of instuction; commercial art, printing, and photography. The building trades program has also expanded to include some electricity and plumbing. One totally new program, the child care course, has been very successful thus far with a lot of enthusiasm shown by the teacher and the students. They are conducting a nursery for children ages three to five this semester so that students may gain practical experience in the care of small children.

We are also proud of our student club organizations. The leaders and students have been active in fund-raising activities and other worthwhile projects. Student involvement has made a real difference in the school image.

We appreciate the efforts of parents, lay citizens, businesses, industry, school boards, superintendents, principals, home school counselors and teachers, vocational teachers, vocational administrations, vocational teachers, and students in making this year run so smoothly. There is much we want to accomplish, and with the continued support of all persons involved we will continue to grow and make progress.

James R. Seip, Principal

Newspaper Staff

COMPOSER OPERATORS
Wanda Rader
Renee Tarbutton

PRODUCTION
The Commercial Graphics Class

HAPPENINGS

Spring Break	March 29 - April 6
VICA Contests	
Regional - ETSU	March 11
State - Nashville	March 23, 24, 25
FHA/HERO State Meeting	
Nashville	April 16, 17, 18
HOSA Contests	
Regional, Hertiage High	March 29
State, Gatlinburg	April 20, 21, 22
TOEC Contests	
Regional, ETSU	March 10
State, Memphis	March 27, 28, 29
Vocational Center Awards Day	May 14
Vocational Center Open House	May 15

Greene's Vocational School: A Two-Way Street

(This is the first of three articles outlining the programs available in Vocational Education in Greeneville and Greene County. The first article takes a look at courses for students and adults. Other articles will focus on new programs scheduled and special training.)

The Greeneville-Greene County Vocational School is a two-way street—it trains the unskilled for jobs and it provides employers with a list of candidates for part-time and full-time positions.

An introduction to vocational courses is offered students in the high schools during their Freshman year. At the present time, vocational programs offered in the high schools are Introductory Pre-Vocational courses, Agriculture, Business and related courses, Distributive Education, Home Economics, Industrial Arts, and Industrial Cooperative Training.

Approximately 1600 students are enrolled in these programs during the current school year and receive training on a beginning and secondary level.

Students have the option in their Sophomore, Junior, and Senior years of extending these skills through courses at the Greeneville-Greene County Vocational School located just off the old Knoxville Highway.

Courses offered at the Vocational School are two-year training programs. The first year is a two-hour course dealing with fundamentals and the second year is an advanced three- hour course.

Courses offered in the second year are Advanced Air Conditioning, Auto Body, Auto Mechanics, Building Trades, Child Care, Commercial Graphics, Cosmetology, Drafting, Electricity, Electronics, Food Services, Health Occupations, Machine Shop, Small Engines, Vocational Office Education, and Welding.

After successfully completing the competency training period, the student is allowed to enter a cooperative work-study program in which he or she receives credit and wages for actual work experience on the job.

The work-study program is available for every course at the Vocational School except the three-year Cosmetology course. The program also is available in the high school programs through Distributive Education and Industrial Cooperative Training.

An added incentive for employers in the work-study program is a federal law allowing a tax exemption for businessmen who employee students through Cooperative Education.

Several courses at the Vocational School involve a technique known as the "cluster" approach. Here the students receive training in a variety of skills related to a particular skill.

Building Trades, for example, will involve training in carpentry, masonry, and building structures. During the 1978-79 school year, students in the work-study program earned more than $750,000.

Adults come in for their share of attention at the Vocational School and the program is relatively new in the Greene County area. This type of training, however, has been offered for decades on a national level.

To meet growing demands, this program is geared to training people for initial job skills, retraining people for new jobs, and training people for upgrading or advancement.

Courses offered are Air Conditioning, Auto Body, Auto Mechanics, Drafting, Cosmetology, Electricity, Electronics, Industrial Electricity, Machine Shop, Advanced Secretarial Training, Welding, Woodworking, and Practical Nursing.

A nominal fee of approximately $25 per 100 hours is charged to cover textbooks and materials. The tuition is low because courses are supported primarily by state vocational funds and the local school systems. There is no minimum standard for admission.

The full-time courses operate five days a week, six hours a day. Students are prepared for initial employment in approximately 12 to 15 months of instruction.

Part-time or "mini" courses are developed as requested by interested citizens, employes, and local business firms and are offered for 25, 30, and 50 hours of credit.

Typical courses are cake decorating, building trades, flower arranging, interior designing, macrame and handicrafts, restoring furniture, sewing, slimnastics, and woodworking. The courses offer 25, 30, and 50 hours of credit.

For more information concerning Vocational Training, contact the Vocational Center at 638-4117.

Officials At Planning Session

Industrial, state and school officials met at Magnavox Monday to coordinate plans for present and future training at the Greeneville-Greene County Vocational School. From left to right, seated, are Dick Fawbush, manager of industrial relations at Magnavox; Ben Hirst, Jr., director of industrial training service, State Department of Economic and Community Development; and Floyd Sellers, director of vocational education for Greene County Schools. Standing is John Connell, manager of safety and training at Magnavox. (Sun photo by Bob Coppedge)

SUMMARY

CO

Collected Catalogs and College Information to be used by students and teachers.

Ordered:

People Working Today Series
Janus Publishing
4 @ $15

Reexamining Sex Roles, Life Parts
Sunburst Communications $135.00

1- Desk Top Kit
Careers, Inc. $148.00

1- Allied Health Careers $72.00

1- Building a Future Series $72.00

Arranged for access to:

Career Films:
Management
Government
Finance
Clerical
Hotel/Motel
Professions
Radio/TV

(2)

Service Industries
Machining
Health Services
Technician
Sales

Career Counseling Films

ACT Publishing Company
Filmstrips & Cassettes
  Food Service
  Automotive Repair
  Clerical Occupations
  Building Trades
  Data Processing
  Electronics
  Trucking
  Communications & Media
  Computer Technology
  Metalworking
  Land Transportation
  Marketing & Distribution
  Graphic Services
  Repair and Maintenance
  Printing - Communications

Information Books;

Art, Design & Communications
Construction
Health Services
Trade & Industry
Mechanics & Repair
Office and Clerical
Sales Careers
Science & Technology
Service Careers
Social Services and Education

Workbooks on Exploring, and Entering Careers.

Will distribute Equal Vocational Opportunity

Summer Program 1978 (4)

Helped coordinate a CETA training program in:

Building Trades
Auto Mechanics
Child Care
Office Occupation

Coordinated Guidance Workshop for High School Counselors – Summer of 1978

~~HH~~ 7 + Joyce BAles
All Counselors

Visited: Schools

Tri City Voc. School
State Technical Institute - Knoxville
Morristown Area Voc. School
Walters State College
Elizabethton Voc. School
Paramedical School - Elizabethton

Industries

Berkline - Morristown
Eastman - Kingsport
Enka - Lowland

Hurd Lock
Quality Machine
Reeve Corp
TRW - Ross Gear Division
Metal Engineering Corporation

(5)

Greeneville Metal Mfg., Inc.
Pet Ice Cream
Tuber Tires
National Business Forms
Pet Milk
Tennessee Electro Minerals
Southern Electronics
Superior Metals

1 Counselor visited three sites

Franklin Furniture
Quaker House, Inc.
Taylor Rental Center
Formex
Boyd & Arthur Architect
Greeneville Laundry & Cleaners
Hicks Sheet Metal
Boone Box Co.
Kraft Foods, Inc.
International Minerals
Trailway Bus Terminal
Hamilton Business College
Volunteer Bandag Inc.
Inter-Mountain Steele Fabrication

Wrote appreciation letters to industry.
(See sample letters)

(6)

Finished coordinating career ad-visits for South-Greene students to following businesses.
(Accompanied students to most places)
Metal Engineering
Hurd Lock
Pet Dairy
Dr. Harrison, Dentist
C & C Bank
Greene County Bank
Laughlin Hospital
Lawson Chevrolet
Takoma Hospital
L. G. Wells Implement
Magnavox
Court House — Court Reporter
Farmer
TRW - Ross Gear Division

Distributed:
Voc. Guidance & Placement Brochures
Grievance Procedures

Did card file on placement and follow up (See samples)

Finished furnishing and supplying Placement Center

Continued distributing and collecting:
- Information Sheets
- Recommendation Sheets
- Preliminary Applications
- Placement Sheets

Continued advising employers concerning Child Labor Laws revision.

Presently offering guidance services to all vocational classes:

- Showing career film strips
- Career ed class instruction
- Placement services
- Follow up services
- Arranging other career ed activities (field trips, etc.)

Assisted in needs assessment (See attachments)

Total number students receiving service 845

Total number students placed 66

PHONE (615) 639-4194

Department of Education

Greene County

HOWARD McNEESE, SUPERINTENDENT

Greeneville, Tennessee 37743

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REBA BOWMAN
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MARY JO LOWE
NANCYE McNEESE
EVELYN RENNER
EVA SAMS

Industry

August 30, 1978

Mr. Kenneth Southerland
TRW Ross Gear Division
Snapps Ferry Road
Greeneville, TN 37743

Dear Mr. Southerland:

May I say "thank you" for the courtesy that was shown our Greene County Guidance Counselors when they visited your facilities this summer.

The purpose of the workshop and the visits was to make counselors more aware of what is really taking place in business and industry. It is hoped that this knowledge will be of value to them as they work with students during the school year.

All counselors involved felt that the contact with local industry was the most vlauable part of the workshop. They and I are very appreciative for your time and effort as well as your concern for the young people of our county.

Verly sincerely,

June Sellers

June Sellers, Coordinator
Vocational Guidance and Placement

cc: Mr. Robert Clark
Charles Kugler

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NANCY DUCKWORTH
Food Services
RAY C. TURNAGE
Education of Handicapped

CLERICAL
CAROL BITNER
REBA BOWMAN
JUNE CARTER
MARY JO LOWE
NANCYE McNEESE
EVELYN RENNER
EVA SAMS

PHONE (615) 638-4194
Department of Education
Greene County
HOWARD McNEESE, SUPERINTENDENT
Greeneville, Tennessee 37743

August 30, 1979

Walters

Sample

Mr. Richard Fisher, Counselor
Walters State College
Davy Crockett Parkway
Morristown, TN 37814

Dear Mr. Fisher:

May I say "thank you" for the courtesy that was shown our Greene County Guidance Counselors when they visited your facilities this summer.

The purpose of the workshop was to make high school counselors more aware of what area vocational schools and other post secondary institutions have to offer prospective students as well as what is taking place in business and industry.

All counselors involved felt that the workshop was of definate value and that they now have a better understanding of what is being offered in vocational education.

Very sincerely,

June Sellers

June Sellers, Coordinator
Vocational Guidance and Placement

JS:cb

cc: Dean Robert I. McElroy

PHONE (615) 639-4124

Department of Education

Greene County

HOWARD McNEESE, SUPERINTENDENT

Greeneville, Tennessee 37743

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SAMS

Vocational School Supplies

August 30, 1978

Ms. Sally E. Cates, Assistant Supt.
Elizabethton Area Vocational School
Elizabethton, Tennessee 37643

Dear Ms. Cates:

May I say "thank you" for the courtesy that was shown our Greene County Guidance Counselors when they visited your facilities this summer.

The purpose of the workshop was to make high school counselors more aware of what area vocational schools have to offer prospective students and what is really taking place in business and industry.

All counselors involved felt that the workshop was of definite value and that they now have a better understanding of what is being offered in vocational education.

Very sincerely,

June Sellers

June Sellers, Coordinator
Vocational Guidance and Placement

cc: Tommie T. Hyder

Filmstrips

16 M.M. Films

Publications

Greeneville-Greene County Schools
Vocational Department
Union at Charles Street
Greeneville, Tennessee

Available for Check-out By
Counselors and Teachers

November 1979

BOOKS

Janus Book Publishers: (Teacher's Manual with each Set of Books)

Laura Cares for Pets - 4
Larry the Logger - 4
Julie at the Pumps - 4
Bob the Super Clerk - 4
Tony the Night Custodian - 4
Johnny at the Circuits - 4
Alex on the Grill - 4
Janet the Hospital Helper - 4
Jester the Bell Hop - 4
Kerry Drives A Van - 4

Modular Exploration of Technology - MET Series

Communication
Construction
Energy & Transportation
Industry & Careers
Manufacturing

NYT Teaching Resources

Behavior Disorders: Helping Children with Behavioral Problems - 1
Counseling Exceptional Children - 1
Education of the Severly/Profoundly Handicapped - 1
Individualized Educational Programming - 1
Keeping In Touch With Parents: The Teachers Best Friend - 1
Mainstreaming Children with Learning Disabilities - 1
Mainstreaming Exceptional Children - 1
Mainstreaming the Gifted - 1
Mainstreaming the Hearing Impaired - 1
Mainstreaming the Mentally Retarded - 1
Mainstreaming the Visually Impaired Child - 1
Managing the Hyperactive Child in the Classroom - 1
The Communicatively Disordered Child - 1
The Physically Handicapped Child: Facilitating Regular Classroom Adjusument - 1
The Public Law Supporting Mainstreaming - 1

BOOKLETS

Equal Vocational Opportunity - 47

InfoJob Center:

InfoJob 1: Art, Design & Communications - 6
InfoJob 2: Construction - 6
InfoJob 3: Health Service - 6
InfoJob 4: Trade & Industry - 6
InfoJob 5: Mechanics & Repair - 6
InfoJob 6: Office & Clerical - 6
InfoJob 7: Sales Careers - 6
InfoJob 8: Science & Technology - 6
InfoJob 9: Service Careers - 6
InfoJob 10: Social Service & Education - 6
InfoJob 11: Transportation - 6

Workbooks & Teacher Handbooks - 30

Surveying at Volunteer State Community College - 1

CHEVRON CAREER AWARENESS (Teacher's Guide) - 26

Batch/Balance Clerk - 1
Chemical Engineer - 1
Computer Operator - 1
Computer Programmer - 1
Customer Service Representative - 1
Draftsman - 1
Drilling Representative - 1
Employment Interviewer - 1
Financial Analyst - 1
Geologist - 1
Information Technician - 1
Internal Auditor - 1
Mail/Utility Clerk - 1
Marine Officer - 1
Marketing Representative - 1
Mechanical Engineer - 1
Oil Field Operator - 1
Product Truck Driver - 1
Public Affairs Writer - 1
Refinery Craftsman - 1
Refinery Operator - 1
Research Chemist - 1
Service Station Dealer - 1
Tax Attorney - 1
Technical Assistant in Earth Sciences - 1
Typist/Stenographer - 1

FILMSTRIPS

A.T.C. Publishing Corporation: These filmstrips provide excellent overviews of careers.

	Filmstrips	Cassettes
401	Clerical Occupations (Office Staffing)	
	1. Clerical Occupations Overview	Yes
	2. Secretary	Yes
	3. Clerk Typist	Yes
	4. Medical Record Technician	Yes
	5. File Clerk	Yes
	6. Receptionist	Yes
403	Repair & Maintenance	
	1. Overview	Yes
	2. Major Appliance	Yes
	3. Heating & Air Conditioning Serviceman	Yes
	4. Building Maintenance Man	Yes
	5. Small Engine Repair	Yes
	6. Motorcycle Repairman	Yes
404	Automotive Repair (Land Transportation)	
	1. Overview	Yes
	2. Brake & Suspension	Yes
	3. Engine Repair Specialist	Yes
	4. Fuel & Electrical System Specialist	Yes
	5. Transmission Specialist	Yes
407	Data Processing (Computer Technology)	
	1. Overview	Yes
	2. Computer Programer	Yes
	3. Computer Operator	Yes
	4. Computer Technician	Yes
	5. Key Punch Operator	Yes
	6. Computer Aids Secretary	Yes
408	Food Service	
	1. Overview	Yes
	2. Baker	Yes
	3. Meat Cutter	Yes
	4. Catering Truck Operator	Yes
	5. Cook Helper	Yes
	6. Chef	Yes

	Filmstrips	Cassettes
409	Printing	
	1. Overview	Yes
	2. Pressman	Yes
	3. Graphic Arts Cameraman	Yes
	4. Typesetter	Yes
	5. Photoengraver	Yes
	6. Stripper/Platemaker	Yes
412	Metalworking	
	1. Overview	Yes
	2. Welder	Yes
	3. Machinist	Yes
	4. Electroplater	Yes
	5. Sheet Metal Worker	Yes
	6. Reproduction Equipment Repairman	Yes
414	Personal Service	
	1. Overview	Yes
	2. Beautician	Yes
	3. Barber	Yes
	4. Laundry/Dry Cleaner	Yes
	5. Physical Health Specialist	Yes
	6. Domestic Animal Care Specialist	Yes
415	Building Trades	
	1. Overview	Yes
	2. Carpenter	Yes
	3. Electrician	Yes
	4. Painter/Paper Hanger	Yes
	5. Plumbing & Heating Specialist	Yes
	6. Brickmason	Yes
416	Electronics	
	1. Overview	No
	2. Electronics Technician	No
	3. Radio & TV Repair	Yes
	4. Broadcast Technician	Yes
	5. Communication Technician	Yes
	6. Industrial Electronics Technical	Yes
418	Trucking	
	1. Overview	Yes
	2. Long Haul Truck Driver	Yes
	3. Short Haul Truck Driver	Yes
	4. Routeman	Yes
	5. Dispatcher	Yes
	6. Fleet Maintenance Man	Yes

	Filmstrips	Cassettes
419	Sales	
	1. Overview	Yes
	2. Retail Salesman	Yes
	3. Wholesale Salesman	Yes
	4. Direct Salesman	Yes
	5. Service Salesman	Yes
	6. Customer Relations Representative	Yes
420	Graphic Service	
	1. Overview	Yes
	2. Draftsman	Yes
	3. Illustrator	Yes
	4. Advertising/Production Artist	No
	5. Silk Screener	Yes
	6. Commercial Photographer	Yes
Art and Design Filmstrip Production		
	1. Automobile Mechanics	
	2. Bricklaying	
	3. Building Trades	
	4. Carpentry	
	5. Cashiers	
	6. Machinists	
	7. Operating Engineers	
	8. Plumbing and Pipefitting	
	9. Receptionists	
	10. Stenographers and Secretaries	
	11. Typists	
	12. Welding	
McGraw-Hill Films		
	Building A Future Series	
	Building A Future in the Carpentry Trades	Yes
	Building A Future as an Electrician	Yes
	Building A Future as a Plumber or Pipefitter	Yes
	Building A Future as a Bricklayer	Yes
	Allied Health Careers Series	
	Diagnostic Technologist & Technicians	Yes
	Emergency Medical Technicians & Physicians Assistant	Yes
	Medical Records & Health Care Administration	Yes
	Therapy & Rehabilitation	Yes

Filmstrips		Cassettes
McKnight:	Succeeding in the World of Work	
2701	Locating and Applying for a Job	Yes
2702	You, Your Employer and Your Co-Workers	Yes
2703	Personal Safety	Yes
2704	Your Progress on the Job	Yes
2705	Human Relationships	Yes
2706	Managing Your Money	Yes
2707	Protection from Economic Loss	Yes
2708	The Wise Consumer	Yes
2709	Charge It, Please	Yes
2710	Setting Your Career Goals	Yes
2711	Planning for Success	Yes
R.M.I. Media Productions		
	1. How to Apply for a Job	Yes
	2. How to Dress for an Interview	Yes
	3. Your Attitude/Your Job	Yes
	4. How to use the Telephone at Work	Yes
	5. Know Yourself and Find a Career	Yes
	6. Your Job Interview	Yes
	7. Your First Job	Yes
A Harper & Row Media Program		
	Reexamining Sex Roles:	
	Evolution or Revolution?	
	1. Images, Messages	Yes

REEL TO REEL FILMS

1. Why Do People Work: Introductory Film
2. Who Helps Us Communicate?

    Communications & Media Careers

3. Who Keeps Us Moving?

    Transportation

Counselor Films, Inc.

1. Is a Career in Management For You?
2. Is a Career in Government For You?
3. Is a Career in Clerical Work For You?
4. Is a Career in Finance, Insurance, or Real Estate For You?
5. Is a Career in the Professions For You?
6. Is a Career in the Hotel or Motel Business For You?
7. Is a Career in Radio or Television For You?
8. Is a Career in the Professions For You?
9. Is a Career in Machining For You?
10. Is a Career in the Service Industries For You?
11. Is a Career in the Health Services For You?
12. Is a Career as a Technician For You?
13. Is a Sales Career For You?

DATAFILMS: 16MM

"Bob and Caren and Ted and Janice" - Color - Drama Format - 25 Mins.

Motivational approach to the "saleable skill" aspect of career education. Grades 7-12, parent groups.

First come the character's dilemma itself, the need or problem.... then as the stories unfold, the vocational education solutions will gradually emerge. When the film ends, our young audience should carry away the residual impression that the time is coming for them to make career decisions---that vocational education is one of the channels to be considered---and finally, that specific personal guidance is available from their school counselors. Shows how a "saleable skill" need not be an alternative to college, but a support for it.

"Revolution in Relevance" - Color - 20 Mins.

Interesting, dynamic, entertaining.

Grades 7-12, parent groups.

Demonstrates vividly the economic, civic and human values of today's vocational education.

INTERNATIONAL PRODUCERS SERVICES

"Eat Right to Your Heart's Delight Series", 16MM, 11 to 14 Mins.

1. Modifying Recipies to Control Saturated Fats
2. Meatless Menus
3. Meals In A Half Hour
4. New Ways with Chicken
5. Low Fat, Meat Preparation
6. Seafood Specialties

VII. Project Impact

Measuring impact of program improvement activities is essential. Therefore, evidence should be provided which shows that improved teaching techniques or curriculum materials are being used in a substantial number of classrooms or other learning situations. Evidence should include impact measures during the grant period and impact which should be expected within five years following completion.

Since inception of this program several good things have evolved, some of which may be directly attributed to it and some which have resulted indirectly.

1. Day enrollment of the Vocational Center has increased from 630 in 1976 to 1012 in 1980, an increase of 382 students or 61%. During the past year 1500 adults received training at the center. The center is now being utilized at design capacity.
2. Pre - Occupational classes have started as a required course in the five home high schools and the Vocational Advancement and Improvement Programs at the Vocational Center Annex.
3. Audio visual and other materials from the placement office are widely used by teachers and counselors at all schools.
4. RCU funds have enable better resource availability in all schools.
5. Job Placement at the Vocational Center has grown form zero to 209 with earnings of $707,771 per year.
6. Total placement county and city - wide has grown from 251 to 706 with earnings during the past fiscal year of $1,798,890.
7. Increased utilization of resource persons from business and industry has resulted.
8. The Vocational Advisory Council and Craft Committees have become more active.
9. The image of the Vocational Center has greatly improved throughout its service area.

The future should see refinement of current programs for improvement, assessment of curriculum based on needs and results, greater improvement in the capability of vocational school students, further image improvement, improvement of teaching techniques and greater correlation of programs.

VIII. Recommendations and Conclusions

As a result of the project, it is expected that certain conclusions and recommendations can be made. These suggestions should be included here. Your suggestions should include strengths and weaknesses of the concept. Even though you have determined the concept to be a strong one, certain pitfalls may have occured in implementing the concept. Discuss these also. Recommended modifications should the project be replicated are appropriate. In addition, suggested future activities which would utilize the concept as a basis should be enumerated.

It is recommended that a similar system be adopted nationwide as a usable system, especially advantageous from a cooperative education aspect, in vocational and comprehensive high schools.

Since under this system, related instruction and credit are provided through the regular vocational class and cooperative placement must be related to the class, it is concluded that this concept provides the most effective cooperative education program. Utilizing the team approach in selecting, placing and coordinating students for the on - the - job phase of their training insures maximum results.

Some possible modifications, should the project be replicated, depending on the feasibility of fitting it to an individual school system are:

1. Elimate the Student Information Record as a requirement for all vocational students. Since all vocational students will not be placed in a job, this could reduce the paperwork.
2. The follow-up system could be modified to fit the system. Right now this is being reviewed for synchronization with state follow-up plans to avoid duplication of effort and provide compatible results.

IX. Project Continuation

Since the beginning of the project, it has been expected that the recipient of funds will continue the project, at least to some degree, beyond termination of state funding. Thus, a plan for project continuation should be presented. Included in this section should be documentation from the agency's administration supporting this continuation plan. Letters from superintendents, vocational directors, and other supervisory personnel would be appropriate.

The full concept of the project has already been accepted into the Greeneville and Greene County School Systems. The coordinator is presently a full-time staff member, supported by Local Education Agency funding.

X. Project Transportability

Describe the transportability of your project. Discuss steps which would be necessary in adapting the project at another location. Give suggestions regarding the number of personnel which would be required, any suggested modifications, consulting services which you would make available, and necessary materials which should be purchased.

This project is fully transportable through the use of two instruments, the Student/Teacher Handbook, Enclosure 1, and the Training Sponsor Handbook, Enclosure 2, with the possibility of such modifications as discussed in the previous section.

In the event of replication, the following recommendations are made.

1. Obtain adequate funding for one placement coordinator, including an office, pertinent equipment, materials,supplies and travel pay.
2. Utilize consulting services from a successful program. Such could made available on a limited basis from this office.
3. Provide in-service training to support and related personnel.
4. Provide necessary communications, including publicity, with people of the placement service area.
5. Provide evaluation similar to that utilized in this report if feasible and desired.

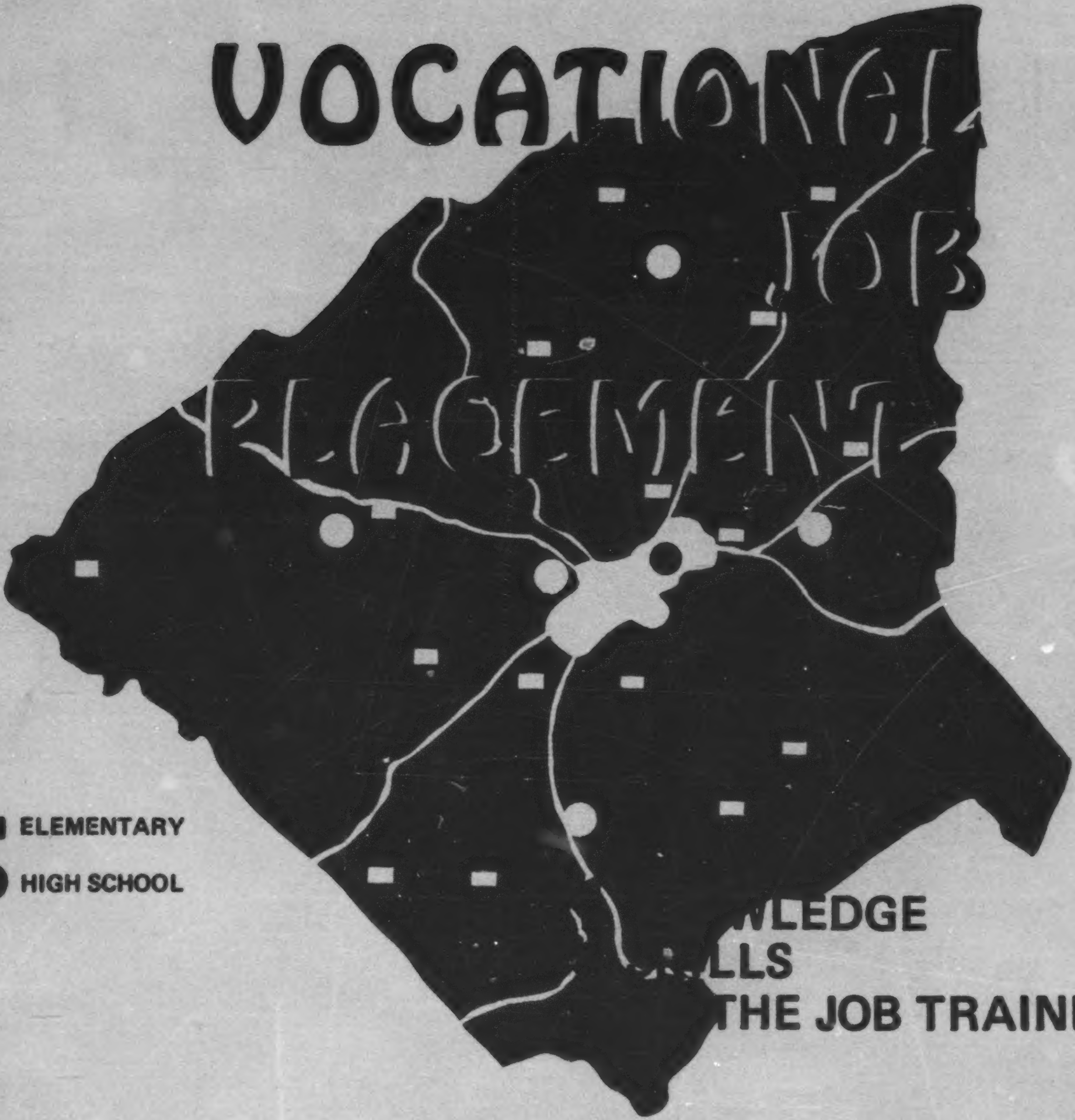
Enclosures

1. Student/Teacher Handbook
2. Training Sponsor Handbook
3. Vocational Placement Program Brochure
4. Targeted Jobs Income Tax Credit Handbook
5. Final Evaluation Report
6. Greene County Guide Book for Guidance Placement and Follow-Up Programs
7. Business - Industry Job Placement Survey
8. Interim Evaluation, May 30, 1978
9. Job Placement, Greeneville-Greene County Schools, Comulative Report for Fiscal Year 1980, September 30,1980
10. Follow - Up , 1979 Vocational Graduates, Greeneville-Greene County Schools

ENCLOSURE 1

Student/Teacher Handbook

VOCATIONAL JOB PLACEMENT


■ ELEMENTARY
● HIGH SCHOOL

WLEDGE
LLS
THE JOB TRAINING

GREENEVILLE-GREENE COUNTY SCHOOLS

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STUDENT ENTRANCE REQUIREMENTS 2

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THE TRAINING SPONSOR OR AGENCY 4

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  DO DRESS STANDARDS APPLY TO ME? 5

  GROOMING FOR EVERYONE 5

EMPLOYER-EMPLOYEE RELATIONS 5

  THE IMPORTANCE OF ATTITUDE 5

    (A) WHAT YOUR EMPLOYER MAY EXPECT 6

      Cooperation 6
      Honesty 6
      Initiative 6
      Willingness To Learn 6
      Willingness To Follow Directions 7
      Dependability 7
      Enthusiasm 7
      Acceptance of Criticism 7
      Loyalty 7

    (B) WHAT YOU, THE EMPLOYEE, MAY EXPECT 7

      Pay Your Salary 8
      Safe Working Conditions 8
      Provide Training 8
      Introductions 8
      Explanations 8
      Changes 8
      Evaluations 8
      Discipline 8
      Honesty 8

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GETTING THE JOB! 9

  PREPARING FOR THE INTERVIEW 9

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3. INSTRUCTOR'S RECOMMENDATIONS 17
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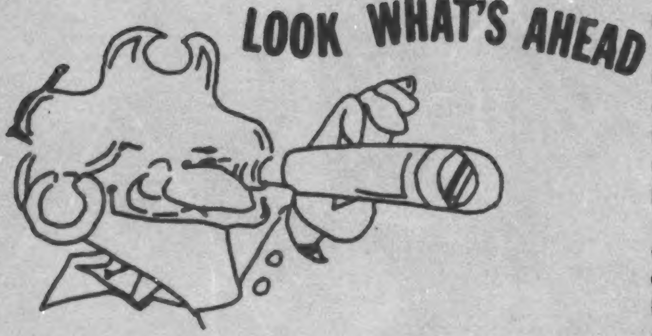
13. STUDENT FOLLOW-UP CARD 26

I INTRODUCTION



How successful a person is in life is measured largely by success in work. Being successful on a job which interests you develops a sense of pride. It gives you self respect. Those without job success cannot have the same respect for themselves as those with job success.

In America, the work we do determines our way of life. It affects our choice of friends and the way we spend our leisure time. Work is the central activity around which we plan our lives. Successful work activity is necessary to a mentally healthy person. Work is something to be proud of.

This handbook is a guide to help the student in obtaining a job and succeeding on the job. Students are expected to be familiar with the handbook, to be guided by it, and to discuss it with their parents. If questions arise about policies, please feel free to contact the placement coordinator.

J. Louis Byrd
Job Placement Coordinator
Greeneville-Greene County Schools
Union at Charles Street
Greeneville, Tennessee 37743
Telephone: 639-4194

II VOCATIONAL JOB PLACEMENT

Job placement in Greeneville-Greene County Schools is a coordinated cooperative vocational education program for students desiring to combine study and work in all of the vocational areas in which they are studying and planning a career.

For best results the placement team approach is used. The placement team consists of instructors, counselors, administrators, coordinators, the Vocational Advisory Council, and the craft committees.

SPRING INTO ACTION

When students have achieved such a level of skill in their vocational course that the instructor feels the student could be released from vocational class for the major part of the school week, the job placement coordinator will then attempt to place the student in a vocation related part-time job.

For example, The vocational office education teacher has a junior year student who has reached the above level of proficiency during April of the school year: the required forms, numbers 3, 5 and 6, will be completed as shown on the attached flow chart and forwarded to the counselor for pickup by the job placement coordinator. The coordinator will interview the student and find a part-time job in that vocational area of work. The student will be interviewed by the employer.

When hired, the student might work all summer and the schedule could be as follows during the senior year:

Mornings:	*8:00 - 11:30 AM*	*Work at place of employment daily except Wednesday.*
	Wednesday	*Attend vocational office education class.*
Afternoons:		*Take English and another subject at the home high school.*

Or school and work might be reversed by working in the afternoon and going to school in the morning, depending on the best arrangement. It is also possible that the student could work after regular school hours and week ends.

After the student is employed the coordinator has Attachment Number 9 completed and gives a copy to the instructor and the employer. This form must be on file with the employer to comply with state labor laws; this applies to any student who works.

As frequently as possible, the coordinator will visit the student and the employer at the place of work. Each grading period the coordinator will obtain a Progress Rating Sheet, Attachment Number 11, from the employer for delivery to the instructor. This will become part of the student's class grade. Instructors may also check with the student's employer if they desire and have the time to do so.

Students will not be placed on the job unless recommended by their instructor. Therefore, students must make good progress in class if they desire to work.

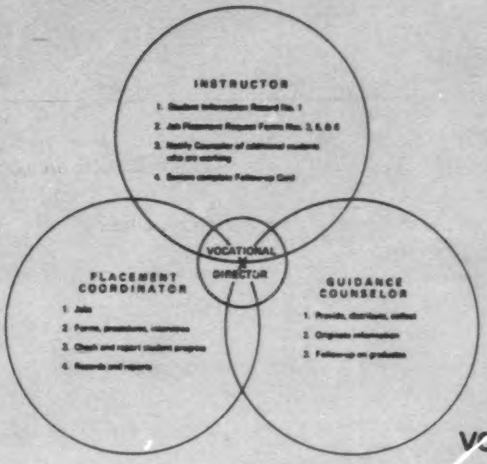
In the above manner the ideal learning situation is achieved by studying and applying skills at work--and for pay! Briefly, cooperative education works as illustrated in Figure 1.

III STUDENT ENTRANCE REQUIREMENTS

1. The student must be 16 years of age.
2. Students should show an interest in accepting the responsibilities of employment.
3. A good academic/vocational standard must be maintained by the student.
4. Students must be recommended by their counselor and vocational instructor before entry into the program.
5. Appropriate forms, including parent and school approval, must be completed.

GUIDANCE, PLACEMENT AND FOLLOW-UP

FLOW CHART


INSTRUCTOR
1. Student Information Record No. 1
2. Job Placement Request Forms No. 3, 5, & 6
3. Notify Counselor of additional students who are working
4. Seniors complete Follow-up Card
VOCATIONAL DIRECTOR
PLACEMENT COORDINATOR
1. Jobs
2. Forms, procedures, interviews
3. Check and report student progress
4. Records and reports
GUIDANCE COUNSELOR
1. Provide, distribute, collect
2. Originate information
3. Follow-up on graduates

VOCATIONAL PLACEMENT TEAM

—— ACTION

– – – DISCUSSION

VOCATIONAL INSTRUCTOR (Including home school Business Teachers)

1. September - Have students complete Student Information Record, Attachment No. 1, if they have not previously done so. Forward these to the Guidance Counselor for pick up by the Coordinator.
2. As soon as student is sufficiently advanced in vocational class to be partially released for cooperative on-the-job training in the vocational area, complete Attachments Nos. 3, 5 and 6. Forward these to the Guidance Counselor for pick up by the Coordinator, who will interview student for job placement and discuss possibilities with the Instructor.
3. At any time that a student goes to work in a job not directly related to vocational class, notify the Guidance Counselor as soon as possible of the student's name, place and time of work. The Coordinator can then be informed, see the student and complete Attachment No. 9. Tennessee labor laws require that this form be on file with the employer as quickly as possible for the employer's protection.
4. In May have each graduating senior complete front portion only of Greene A. Schools R.C.U. Follow-Up card. The back of this card will be used by the Coordinator to record follow-up data each November after graduation.
5. D. E. Teacher-Coordinators Only: Provide copy of Training Agreement on each D. E. II student as soon as they are completed and any later changes. Provide information in No. 3 above to Coordinator.

GUIDANCE COUNSELOR

1. Provide, distribute and collect the above forms and information from Instructors.
2. Originate information in No. 3 above as appropriate.
3. In November, provide copy of Graduate Follow-Up Record to Coordinator.

PLACEMENT COORDINATOR ⇄ **VOCATIONAL DIRECTOR**

1. Find jobs in business and industry for vocational students. Inform the above personnel of job possibilities.
2. Provide guidance in procedures, use of forms.
3. Interview and counsel students recommended by Instructors and Counselors for placement when completed forms are received.
4. Check student progress on the job, report to Instructors. Provide a copy of Attachment No. 9 to each Instructor when student is placed and a copy of Attachment No. 11 each grading period.
5. Maintain records and reports.

FIGURE 1

160

IV GUIDELINES

1. Regular attendence both at school and the training agency is expected.
2. Students who work but do not attend school on a day of work will be dropped from the program unless there are good reasons. Students with this problem must get approval from the coordinator.
3. The job placement program is under the direction the direction of the placement coordinator, who is directly responsible for its successful operation.
4. All training agencies must be approved by a member of the placement team.
5. Students are to provide their own transporation to and from their training agency, unless special arrangements have been made.
6. No change of status relative to a student's employment is to be made without consultation with the coordinator prior to the change.
7. Students in the vocational placement program are expected to join the vocational youth organizations, and to support and participate in their activities.
8. In addition to the above, as a condition for acceptance into the Placement Program, the student must agree to:
   - A. Notify the employer as soon as possible if unable to work due to illness or other emergency; if unable to reach the employer, call the coordinator.
   - B. Strive diligently to improve performance both in school and on the job.
   - C. Carry out all work assignments cheerfully, promptly, and to the best of his/her ability.
   - D. Perform all duties in a manner which will reflect credit on himself/herself, the employer, the school, and the placement coordinator.
   - E. Obey all the rules and regulations of the employer.
   - F. Be groomed and dressed to the satisfaction of the employer.
   - G. Keep matters of business in strict confidence.
   - H. Be honest at all times with the employer.
   - I. Never quit a job without consultation with the coordinator in sufficient time for proper arrangements and notice with the employer.
   - J. Be responsible for giving the coordinator and employer schedule changes immediately.

V THE PLACEMENT COORDINATOR

Student job placement in Greeneville-Greene County Schools is coordinated by the placement coordinator who is directly responsible for its successful operation. The placement coordinator interviews and selects students recommended by their vocational instructors and guidance counselors on the basis of the student's desire, need, aptitudes and potential for profit from participation in the program. This does not preclude selection and placement by other members of the placement team.

The placement coordinator, through contacts with business and industry, locates jobs and places students in positions compatible with their vocational training. Periodic checks are made on the student's progress both on the job and in the occupational training area. A copy of the Progress Rating Sheet, Attachment Number 11, is provided to the instructor each grading period. The placement coordinator works closely with the Vocational Advisory Council and appropriate occupational area advisory committees.

VI THE TRAINING SPONSOR OR AGENCY

Since the program is a cooperative venture between the school and business within the community the role played by the individual business is of utmost importance. Good training agencies provide both laboratory facilities for occupational training and business activities which provide students with educational experiences that will help them attain their occupational objective.

Training sponsors should also possess certain specific characteristics that will enhance their role in the program. Some of them are as follows:

1. Sufficient number of hours of training and employment (average of 15 hours per week).
2. The training sponsor must be accessible.
3. The training agency must not be a place that might have a bad moral influence.

4. The training environment should not be injurious to the health of the student-learner.
5. Placement of a student-learner at the training agency should not displace a regular worker.
6. The training agency should pay a monetary wage that is in accordance with state and federal wage laws and student-learner should be paid at least the same rate as any other beginning employee.
7. Stability of employment throughout the school year is a desired quality.
8. The training sponsor and/or any employee with the training agency who works with the student-learner should be familiar with the Job Placement Program and made aware of his individual role in the program. This includes his continual involvement and communication with the placement coordinator.
9. Periodic ratings based on the job performance of the student-learner should be made by the employer or training sponsor and reported to the placement coordinator.
10. Since the training agency in this cooperative venture serves as a classroom for the student-learner when he is away from the school it is desired that an atmosphere of both employment and classroom prevail. Attendance, punctuality, discipline, attitude, effort and performance should be stressed by the training sponsor.

VII GROOMING AND APPROPRIATE DRESS

An important attribute of any business person is personal appearance. The following is given as a guide for students to follow.

DO DRESS STANDARDS APPLY TO ME?

Yes, if you meet the public or if you work behind the scenes, you are to wear business-like clothes that are appropriate to your job. You are expected to reflect good taste in clothing and grooming.

As a cooperative education student you will be earning wages. Since the program is for training and educational purposes, you are expected to spend a portion of your earnings to maintain and improve your personal appearance.

GROOMING FOR EVERYONE

The picture isn't complete unless we consider cleanliness and neatness. Have clean and well manicured hands. Remember, after the daily shower, to use a deodorant to insure yourself that you will not offend your classmates and fellow employees.

Neatness is enhanced by well shined shoes, clothes brushed, and well pressed. Young women should apply make-up properly and have an attractive, well-groomed hair style. Young men should have neat, properly groomed hair of neither excessive length nor extreme style. *BE SHARP!* Don't spoil the picture by chewing gum. Complete your personal appearance with good posture. Your efforts will be rewarding to you.

If there are any questions about these tips on grooming, check with the placement coordinator.

VIII EMPLOYER - EMPLOYEE RELATIONS

Success has many definitions and these definitions are arrived at by evaluating the quantity and quality of the achievements of the individual. However, one very definite and predominant quality of evaluation of success is the degree of the performance of our work, our satisfaction in it, and our financial reward for it. So success and our work are very closely related. They are so related that we speak of them together, such as *success on the job or job success.*

THE IMPORTANCE OF ATTITUDE

The most important factor in job success is attitude! This is shown in the fact that the main reason young workers lose jobs is because of poor attitude. In fact, a recent study of beginning workers who had been fired showed that eighty percent lost their jobs because they couldn't get along well with other people. Getting along well with others does not just happen.

It must be learned. Those who do learn to get along well with almost everyone are usually happier persons because people like them, they enjoy a greater feeling of job success and they often receive higher salaries.

The behavior we exhibit and the attitudes we develop up to graduation from high school usually carry over into adult life. They are with us both on the job and in social relationships. Basically, your attitude is your outlook on life. It is shown by the way you behave in the presence of other people. If you look at life as something exciting and worthwhile, and if you really enjoy life most of the time, your attitude toward other people will show this. You will be the kind of person who looks at the good side of things. If, on the other hand, you tend to see others - and life in general - as being unfair to you, then you probably don't like people very much. If this is you, you will be happy to learn that you can change. By practice, you can do a lot to become the kind of person who likes other people and whom others like. The younger we are when we begin to exercise some control over our own personalities, the more we can do toward becoming the kind of person we would like to be. Your attitude can show up in many ways on the job.

(A) WHAT YOUR EMPLOYER MAY EXPECT

You must make money for your employer's business in order for him to be able to pay your salary. In addition to a day's work for a day's pay, your employer will expect these things from their employees:

1. Cooperation
2. Honesty
3. Initiative
4. Willingness to Work
5. Willingness to Follow Directions
6. Dependability
7. Enthusiasm
8. Acceptance of Criticism
9. Loyalty

Cooperation

The employer who pays your salary has a right to expect your full cooperation. This means that you will cooperate with everyone with whom you work - your boss and everyone else with whom you come in contact. One of the best ways to show your cooperation is to offer to help other employees if your duties are completed. In many companies there are certain tasks that nobody likes to do. The employee who is willing to do these tasks will make a good impression on the boss and also gain the cooperation of fellow workers.

Honesty

Employers will expect you to be honest with them and with the company. Being dishonest on the job can take many forms. One form of dishonesty is stealing time by coming to work a few minutes late every day. Some workers cheat their employers by stopping work before the end of the day. Your time during working hours belongs to your employer. Stealing this time costs money - money that might be used in part to increase salaries or otherwise benefit you. Another form of dishonesty on the job is stealing company property.

Initiative

Employers have a right to expect you to complete whatever duties you are given and then, if you haven't been told what to do next, look around to see what needs to be done and do it. Of course, you must use good judgement. Don't attempt to do work that you are not qualified to do.

Exercising initiative is probably the best way to show your employer that you are capable of accepting greater responsibility - which often leads to a promotion and a salary increase. *If you never do any more than you get paid for, you will never get paid for any more than you do.*

Willingness To Learn

Your employer will expect you to learn the way things are done in his company. This is usually not so much of a problem for a young worker as with the person who has worked for years and developed his own ways of doing things. However, it is worth a special effort to show an eagerness to learn everything you can about your job and the company for which you work. Those who are promoted to jobs with greater responsibility and higher salaries are usually the workers who have taken the trouble to learn about more than just their own daily tasks.

Willingness To Follow Directions

When you are given directions about how to do your work, you are expected to follow them exactly. That is why they are given. Sometimes you may not understand the reason for doing things a certain way, but your employer or supervisor has his own reason.

Dependability

Your employer will count on you to be on the job every day and to arrive on time. Those who come to work late even if they are not fired - are resented by the other workers who do come to work on time. Also, when you are assigned a task or responsibility accept it and do it to the best of your ability. Your acceptance and performance of jobs assigned you will serve you well in your success on the job.

Enthusiasm

The best employees are those who like their work and show enthusiasm for it. You are fortunate indeed if you find everything connected with your work interesting. Most likely, however, you will find certain things about the job which are not interesting to you. When others ask you how you like your new job, tell them the things about it that you like. By concentrating on the positive - the things you like - you will find the total job more interesting to you. When you are interested in and enjoy your work, life itself is more interesting and enjoyable; and you will become a more interesting person because of it.

Acceptance of Criticism

Criticism is necessary. It is the way in which the employer lets us know how he expects to get the job done. Your employer will expect you to accept criticism with a smile (not a smirk!) and to improve because of it. Regardless of how you may feel when another person criticizes you, you will be better off if you appear to take it good naturedly. Accepting criticism means more than just listening politely. It means making use of the criticism. Think about your critic's remarks after you are alone and try to see how they can help you become a better worker.

Loyalty

You have probably heard it said that you should not bite the hand that feeds you. This certainly applies to your relationship with your employer and the company for which you work. You must be FOR them. Just as none of us is perfect as a person, neither is any company perfect in every way. You may not agree with everything your employer does or with some of the policies of the company, but you must not complain to your friends or try to "run down" the company which pays your salary. Employers expect their workers to keep confidential those things that pertain to the business. If you cannot be loyal to your employer and your company, look for another job.

(B) WHAT YOU, THE EMPLOYEE, MAY EXPECT

After reading what most employers expect of their employees, you may feel that you are expected to give a lot and not get much consideration from your employer in return. This is not so. You have the right to expect certain things from your employer. Of course, some employers are more considerate than others; but most will do these things for you as a worker:

1. Pay Your Salary
2. Provide Safe Working Conditions
3. Provide Training
4. Introduce You To Co-workers
5. Explain Policies, Rules, and Regulations
6. Change Your Duties

7. Evaluate Your Work
8. Discipline You If You Break Rules
9. Encourage An Honest Relationship

Pay Your Salary

Your employer will pay you for the work you do. The amount you are paid will depend upon state and federal minimum wage laws, the "going" rate for the work you do, union contracts, and your ability to perform your job. As a part-time or beginning worker, your pay will be less than that paid other employees who have had more experience.

Safe Working Conditions

Your employer should provide reasonably safe working conditions. If you are not eighteen years of age, federal law prohibits your working in certain occupations considered dangerous, such as coal mining, logging, and jobs requiring the use of certain power machinery.

Provide Training

Your employer should provide whatever on-the-job training is necessary in order for you to do your job. The way this is done will differ from job to job and between companies. You may be asked simply to observe another worker performing the job you will be doing or another worker may be assigned to teach you how to do a particular job.

Introductions

Your employer should introduce you to all of the workers with whom you will be working. This is a courtesy which is not always observed. If your employer does not show you this consideration, you will have to make your own introductions or perhaps the other workers will do it for you.

Explanations

Your employer should explain company policies, rules, and regulations so that you understand them. If you do not understand exactly how these affect you, ask for further explanation.

Changes

Your employer should tell you about changes in your duties, responsibilities, working relationships, rate of pay, vacation schedule, and anything else which affects you and your work.

Evaluations

Your employer should evaluate your work. This does not mean that he should tell you only the things he doesn't like about your work. He should let you know what is both bad and good, in his opinion, about how you do your job. If he is a considerate employer, he will do this in private.

Discipline

If you do not follow the rules and regulations or if you do not live up to the things mentioned in what the employer expects of his employees, then you may be disciplined. Most employers are fair in penalizing their employees. If you have not fulfilled your responsibilities you should not resent disciplinary action.

Honesty

Most employees are honest with their employers, and you have as much right to expect honesty from your boss as he has to expect it from you.

IX YOUTH VOCATIONAL ORGANIZATIONS

Currently there are seven youth vocational organizations which Vocational Education students may join. They are Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Tennessee Office Education Clubs (TOEC), Vocational Industrial Clubs of America (VICA), Future Homemakers of America (FHA), Health Occupations Students of America (HOSA), and Home Economics Related Occupations (HERO).

These groups have been organized for the purposes of unifying students who have common occupational objectives and to provide leadership training for them. Through these organizations attention has been called to the training of students in the specific occupational areas, and group and individual achievements have been recognized. This has been done through club and individual projects, leadership training, participation in competitive activities which are based upon instructional programs, and in general good public relations.

These organizations are a very vital part of the Vocational Education Program in that they provide a "show window" for the program and they give opportunities for the student-learners to participate in activities that have carry-over value for adult life. All students in Vocational Education Programs are urged to become affiliated with one of the youth organizations and participate fully in its activities.

X GETTING THE JOB!

We can't discuss in this small handbook all the details of finding a job, preparing a resume or data sheet, the letter of application, completing an application form and the job interview. The advice given here emphasizes the important points as they apply to high school juniors or seniors who are trying to find a part-time job on their own or going for interviews arranged by the job placement coordinator. Students desiring more specific help should see their guidance counselor, instructor or the job placement coordinator.

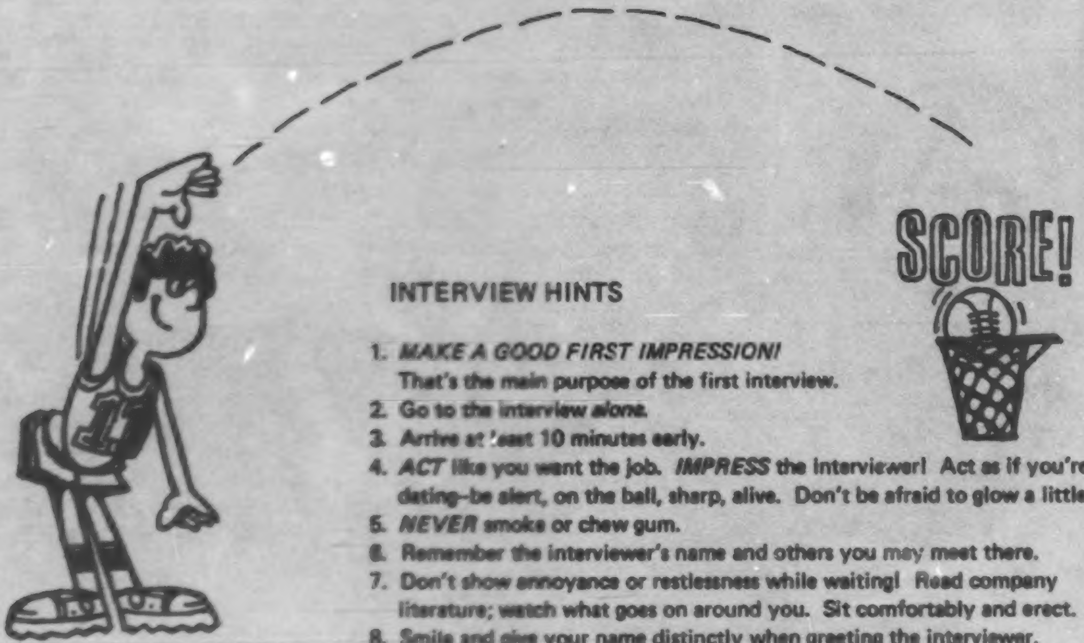
PREPARING FOR THE INTERVIEW

Don't let your interview fall before it begins! Prepare yourself by gathering facts about yourself and your prospective employer. In addition, you will want to look your best, try to think how you should look if you want to make the best possible favorable impression--maybe like with a date that you've been wanting for a long time.

Review your personal facts: The year you graduated from elementary school; beginning and ending times of previous employment, including the company and supervisor, why you left that job (let's hope you gave at least a week or two weeks notice, so your previous employer will give a good reference.); your major subjects in school; school activities; honors received in or out of school; your hobbies and interests; your future plans; and why you want to work for the firm at which you are applying; three references who are not relatives or previous employers--these should know you well. A principal, a teacher, a well known friend and your minister often make good references. Know their full name, address, and telephone number. *Have all of the above written down and take it with you for the interview. It will assist you in answering questions and in filling out the application. BE SURE TO TAKE YOUR SOCIAL SECURITY CARD*

Find out as much as you can about the company and employer you are going to visit--what is done there, the kinds of jobs available, job qualifications, reputation of the company, etc. This information can be obtained from a friend who works there, the placement coordinator, the yellow pages of the telephone directory, or the newspaper.

Remember to be well groomed, bathe, use a deodorant, have your hair and face looking their best--but don't wear too much make-up or perfume, have neat nails, clean and shined shoes. *DON'T WEAR BLUE JEANS!* Take two ball point pens with you.



INTERVIEW HINTS

1. ***MAKE A GOOD FIRST IMPRESSION!***
   That's the main purpose of the first interview.
2. Go to the interview *alone.*
3. Arrive at least 10 minutes early.
4. *ACT* like you want the job. *IMPRESS* the interviewer! Act as if you're dating–be alert, on the ball, sharp, alive. Don't be afraid to glow a little!
5. *NEVER* smoke or chew gum.
6. Remember the interviewer's name and others you may meet there.
7. Don't show annoyance or restlessness while waiting! Read company literature; watch what goes on around you. Sit comfortably and erect.
8. Smile and give your name distinctly when greeting the interviewer. If your instructor or placement coordinator sent you there, say so.
9. Don't expect the interviewer to rise when you enter the office.
10. Don't sit down until asked.
11. Let the interviewer steer the conversation.
12. Look directly at the interviewer when talking.
13. Speak correctly; avoid slang expressions.
14. *NEVER* criticize others, including a former employer, even if justified.
15. Never beg for a job or be boastful, but stress your strong points.
16. *Don't* discuss personal problems or say, "I need a job to make my car payments".
17. Answer questions in full, not just "yes" or "no".
18. Show interest in the job for which you are applying. Never say, "I'll take anything".
19. Don't ask about pay or other benefits; most students can expect minimum wage.
20. Leave promptly when you feel the interviewer is finished; express your appreciation and thank him with a friendly smile; don't forget to thank the receptionist in the front office.

COMPLETING THE APPLICATION FORM

If you are given an application form, *be sure to fill it out completely.* There are good reasons for all of the questions. If a question cannot be answered, write NA (not applicable) in the space.

Neatness is of utmost importance. Unless told otherwise, print with a ball point pen unless you have very good handwriting. Follow directions and be sure you know what goes in the space and that you are in the correct block before filling it in. Keep it clean.

The following sample application form is provided for your study.

WHY PEOPLE AREN'T HIRED [1]

Negative Factors Evaluated During the Employment Interview and which Frequently Lead to Rejection of the Applicant, in Order of Frequency (As Reported by 153 Companies Surveyed by Frank S. Endicott, Director of Placement, Northwestern University).

1. Poor personal appearance
2. Overbearing--overaggressive--conceited "superiority complex"--"know-it-all"
3. Inability to express himself clearly--poor voice, diction, grammar
4. Lack of planning for career--no purpose and goals
5. Lack of interest and enthusiasm--passive, indifferent
6. Lack of confidence and poise--nervousness--ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money--interest only in best dollar offer
9. Poor scholastic record--just got by
10. Unwilling to start at the bottom--expects too much too soon
11. Makes excuses--evasiveness--hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy--ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations--lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on whom he knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant--strong prejudices
38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company

---

[1] Grady Kimbrell and Ben S. Vineyard, SUCCEEDING IN THE WORLD OF WORK, Bloomington, Illinois: McKnight and McKnight Publishing Company, 1970, pages 61-64;

47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High pressure type
50. Indefinite response to questions

WHY THE OTHER BOY WAS HIRED

There's a good deal of talk these days about teenage unemployment. Some of it makes sense and some of it does not. Donald E. Wood wrote a letter to a teenage boy who had applied to him for a job. It represents a point of view shared by many employers. It is reprinted here to help you see how employers look at applicants.

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with the polished shoes and a necktie. What was so special about him? Not experience. Neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever heard of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem and the President's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders above the rest.

Look Kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case the situation, wear a clean shirt, and try to appear reasonably willing."

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison, you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, get eager, will you?

Donald E. Wood

ATTACHMENTS

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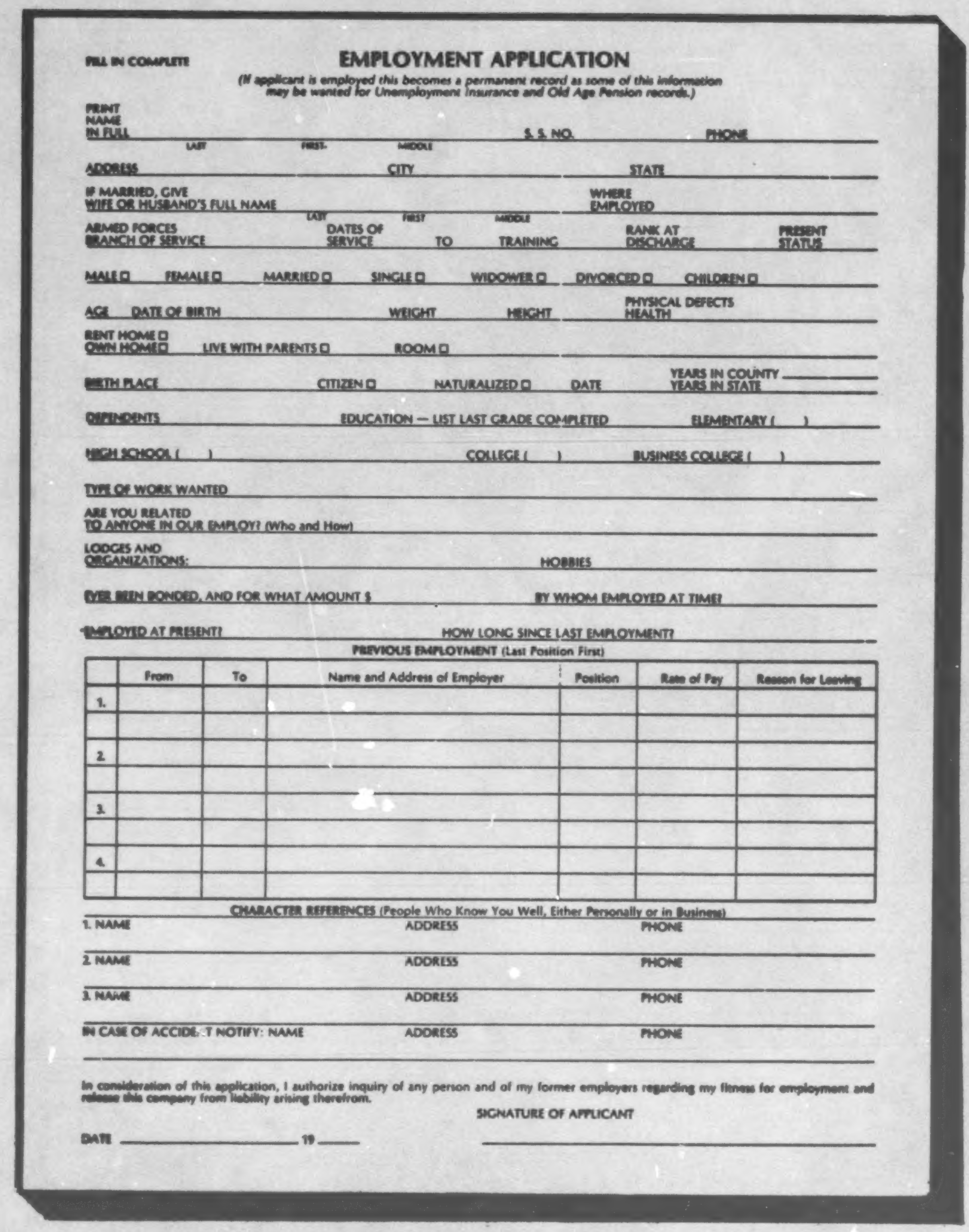


FILL IN COMPLETE

EMPLOYMENT APPLICATION

(If applicant is employed this becomes a permanent record as some of this information may be wanted for Unemployment Insurance and Old Age Pension records.)

PRINT NAME IN FULL ______ LAST ______ FIRST ______ MIDDLE ______ S. S. NO. ______ PHONE ______

ADDRESS ______ CITY ______ STATE ______

IF MARRIED, GIVE WIFE OR HUSBAND'S FULL NAME ______ LAST ______ FIRST ______ MIDDLE ______ WHERE EMPLOYED ______

ARMED FORCES BRANCH OF SERVICE ______ DATES OF SERVICE ______ TO ______ TRAINING ______ RANK AT DISCHARGE ______ PRESENT STATUS ______

MALE ☐ FEMALE ☐ MARRIED ☐ SINGLE ☐ WIDOWER ☐ DIVORCED ☐ CHILDREN ☐

AGE ______ DATE OF BIRTH ______ WEIGHT ______ HEIGHT ______ PHYSICAL DEFECTS HEALTH ______

RENT HOME ☐ OWN HOME ☐ LIVE WITH PARENTS ☐ ROOM ☐

BIRTH PLACE ______ CITIZEN ☐ NATURALIZED ☐ DATE ______ YEARS IN COUNTY ______ YEARS IN STATE ______

DEPENDENTS ______ EDUCATION — LIST LAST GRADE COMPLETED ______ ELEMENTARY (   )

HIGH SCHOOL (   ) ______ COLLEGE (   ) ______ BUSINESS COLLEGE (   )

TYPE OF WORK WANTED ______

ARE YOU RELATED TO ANYONE IN OUR EMPLOY? (Who and How) ______

LODGES AND ORGANIZATIONS: ______ HOBBIES ______

EVER BEEN BONDED, AND FOR WHAT AMOUNT $ ______ BY WHOM EMPLOYED AT TIME? ______

EMPLOYED AT PRESENT? ______ HOW LONG SINCE LAST EMPLOYMENT? ______

PREVIOUS EMPLOYMENT (Last Position First)

	From	To	Name and Address of Employer	Position	Rate of Pay	Reason for Leaving
1.						
2.						
3.						
4.						

CHARACTER REFERENCES (People Who Know You Well, Either Personally or in Business)

1. NAME ______ ADDRESS ______ PHONE ______

2. NAME ______ ADDRESS ______ PHONE ______

3. NAME ______ ADDRESS ______ PHONE ______

IN CASE OF ACCIDENT NOTIFY: NAME ______ ADDRESS ______ PHONE ______

In consideration of this application, I authorize inquiry of any person and of my former employers regarding my fitness for employment and release this company from liability arising therefrom.

SIGNATURE OF APPLICANT

DATE ______________ 19 ______ ______________________

ATTACHMENT 1

STUDENT INFORMATION RECORD
GREENE COUNTY SCHOOLS
JOB PLACEMENT CENTER

Date: ____________

Name: ______________________________ School: ______________________________

Address: ______________________________ Vocational Program: ______________________________

City: ____________________ Zip: ________ D.O.B. ____________________ Age: ______

Phone: ______________________________ Year to Graduate: ____________________

Social Security Number: ____________________

Do you live with parents?___Guardian?___Relative?___(Who?)______________Other?____

Name: ____________________ Address: ____________________ Phone: __________

PREVIOUS EMPLOYMENT HISTORY

Employer	Duties	How Long Employed?	Reason For Leaving?

List other experiences you have had which have helped you prepare for employment. (Include course work, extra-curricular activities, and other leadership activities.)

____

____

____

List awards and recognition that you have received.

____

____

____

Estimated Days Absent:

9 th. Grade _____
10 th. Grade _____
11 th. Grade _____
12 th. Grade _____

What are your hobbies/interests?

____

____

____

In your own words, give general directions to your home.

____

____

____

____

____

* For Office Use Only *

ATTACHMENT 2

INSTRUCTOR'S RECOMMENDATIONS

Student ____________
School ____________

ATTITUDE & INTEREST:

____ Enthusiastic
____ Interested
____ Somewhat indifferent
____ Not Interested

DEPENDABILITY:

____ Very Dependable
____ Required little supervision
____ Sometimes neglectful
____ Unreliable

JUDGEMENT:

____ Displays excellent common sense
____ Usually does the right thing
____ Occasionally uses poor judgement
____ Very poor

ADAPTABILITY:

____ Adjusts easily
____ Good team worker
____ Has difficulty working with others
____ Antagonizes fellow workers

INITIATIVE:

____ Takes hold readily
____ Goes ahead reasonably well
____ Somewhat lacking
____ Lazy

APTITUDE:

____ Grasps ideas very quickly
____ Average
____ Rather slow to learn
____ Very slow to learn

QUALITY OF WORK:

____ Excellent
____ Above average
____ Average
____ Below average
____ Poor

COMMENTS: *(Work habits, specific skills, machines, WPM, etc.–Any other comments)*

____
____
____
____
____
____
____

COUNSELING RECORD:

____
Instructor

ATTACHMENT 3

SOME CHARACTERISTIC CONSIDERATIONS FOR PROSPECTIVE STUDENT WORKERS

Instructors may wish to use this form to guide their evaluation of a student who is seeking participation in the youth work program.

I. APTITUDE AND TALENT

A. Grade record (Above Average, Average, Below Average)
B. Creativity
C. Over/under achiever
D. Manual dexterity

II. VOCATIONAL INTEREST AND VOCATIONAL MATURITY

A. Student's career goals
B. Student's plans for future locations of employment
C. Willingness to accept responsibility
D. Record of attendance and punctuality
E. Work habits
F. Extra-curricular activities

III. EMOTIONAL STABILITY

A. Control of temper
B. Nervousness
C. Temperament

IV. PERSONALITY FACTORS

A. Self-starter/lethargic
B. Sense of humor
C. General outlook on life
D. Character (Honesty, Loyalty, Morals, Ambitions)

V. HEALTH

A. General health
B. Stamina

VI. SOCIO-ECONOMIC BACKGROUND

A. Need to supplement family income
B. Parental aspirations for child
C. Employment patterns of family

ATTACHMENT 4

PERMISSION FORM

I HEREBY GIVE MY PERMISSION FOR ____________________ TO PARTICIPATE IN PART-TIME EMPLOYMENT IN THE VOCATIONAL PROGRAM IN WHICH HE/SHE IS ENROLLED.

____________________	____________________
Date	Signature of Parent/Guardian

I HEREBY MAKE THE FOLLOWING RECOMMENDATION CONCERNING THE NAMED APPLICANT.

____

____

____

____________________	____________________
Date	Signature of Instructor

I HEREBY GIVE MY PERMISSION FOR THE NAMED APPLICANT TO PARTICIPATE IN THE YOUTH WORK PROGRAM AS ADMINISTERED BY THE JOB PLACEMENT PROGRAM OF THE GREENE COUNTY SCHOOL SYSTEM.

____________________	____________________
Date	Signature of Principal

Name and Address of Applicant

____

____

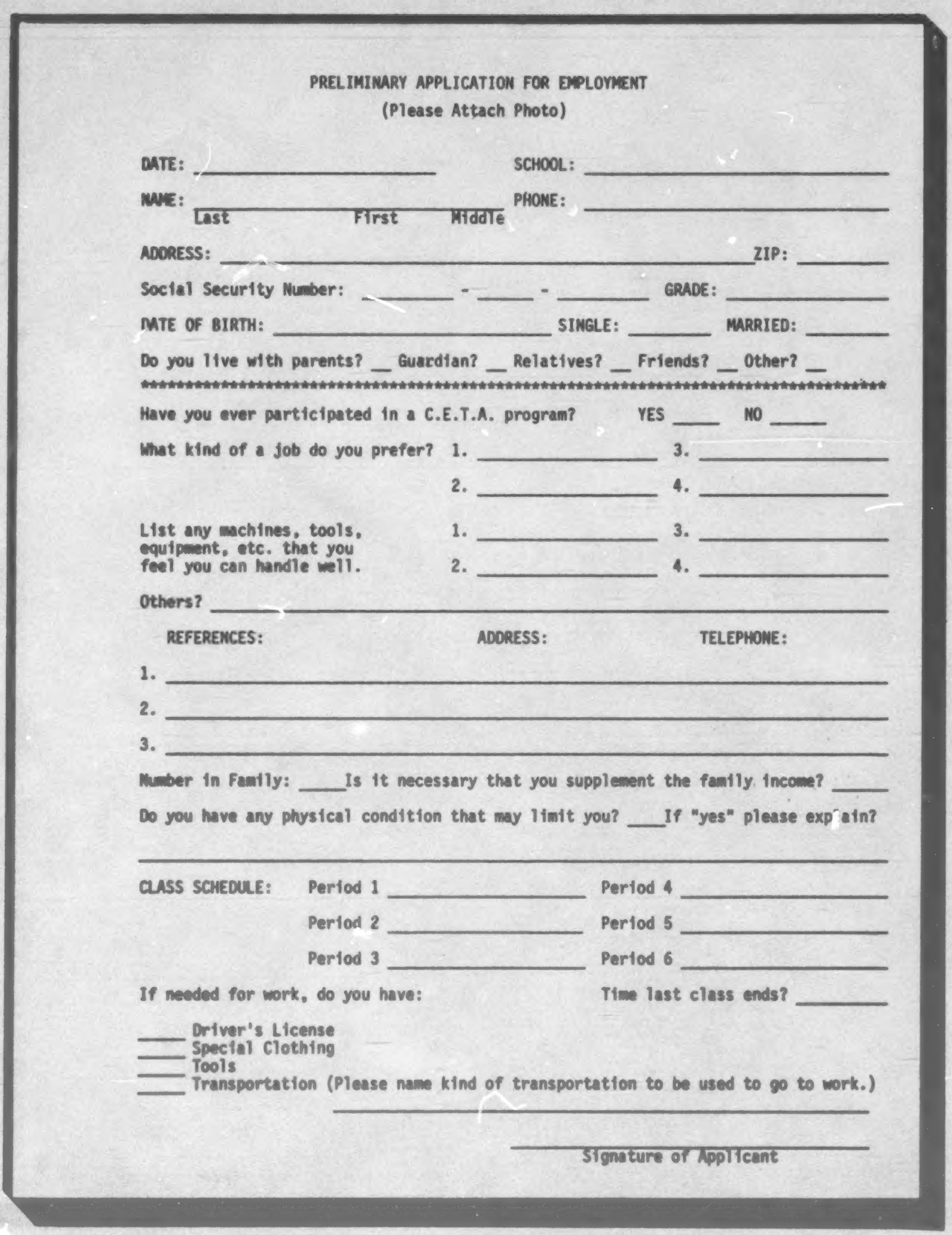
____

____

Telephone Number of Applicant

____

ATTACHMENT 5



PRELIMINARY APPLICATION FOR EMPLOYMENT

(Please Attach Photo)

DATE: ____________ SCHOOL: ____________

NAME: ____________ PHONE: ____________
Last First Middle

ADDRESS: ____________ ZIP: ________

Social Security Number: ______ - ____ - ______ GRADE: ________

DATE OF BIRTH: ____________ SINGLE: ______ MARRIED: ______

Do you live with parents? __ Guardian? __ Relatives? __ Friends? __ Other? __

****

Have you ever participated in a C.E.T.A. program? YES ____ NO ____

What kind of a job do you prefer? 1. ________ 3. ________
2. ________ 4. ________

List any machines, tools, equipment, etc. that you feel you can handle well. 1. ________ 3. ________
2. ________ 4. ________

Others? ____________

REFERENCES: ADDRESS: TELEPHONE:

1. ____________

2. ____________

3. ____________

Number in Family: ____ Is it necessary that you supplement the family income? ____

Do you have any physical condition that may limit you? ___ If "yes" please explain?

____

CLASS SCHEDULE: Period 1 ________ Period 4 ________
Period 2 ________ Period 5 ________
Period 3 ________ Period 6 ________

If needed for work, do you have: Time last class ends? ______

____ Driver's License
____ Special Clothing
____ Tools
____ Transportation (Please name kind of transportation to be used to go to work.)

____

____
Signature of Applicant

ATTACHMENT 6

GREENE COUNTY PLACEMENT CENTER

REFERRAL CARD

The bearer of this form is ______________________________

who is applying for the position of ______________________________

This student has been referred to you by the Greene County Placement Center and fulfills, to the best of our knowledge, the requirements for this position.

In order that we may better serve you and our students, would you please telephone the undersigned when you have hired an applicant for the job, desire additional information, or wish to make any comments in connection with this referral.

If you hire this student, it is imperative that the placement coordinator be contacted at the Greene County Placement Center. (639-4194)

____
Placement Coordinator

Check One:

____ Chuckey-Doak Student
____ North Greene Student
____ South Greene Student
____ West Greene Student
____ Vocational School Student

ATTACHMENT 8

PLACEMENT INFORMATION

Name: ______________________ Social Security Number: ________________

Address: ______________________ Phone: ______________________

______________________ School: ______________________

Date of Birth: ______ ______ Age last birthday: ________ Grade: __________

Evidence of Age: ______________________ Male: _______ Female: _____

Health record showing physical fitness for
prospective employment signed by Dr. ____________________

Date Entered Youth Program: ___________ For School Year: 19 ___ - 19 ____

Place of Employment: ________________ Phone: ____________________

Address: ________________________________ ZIP: ______________

Contact Person: ____________________ Date of Placement: _____________

Starting Wage: _______ per hour Current Date: __________________

School Hours: _______ a.m. p.m. to ________ a.m. p.m.

Vocational Courses Currently Engaged In: ______________________________

EMPLOYMENT SCHEDULE

Date of Week	Time On Duty	Time Off Duty	Total Hours Weekly On The Job	Total Hours Weekly In School
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
TOTAL				

We the undersigned agree to meet the requirements for the program as provided in the Operational Procedures and Minimum Standards for Vocational Education In Tennessee.

Training Agency: ________________ Student-Learner: __________________

Parent or Guardian: _______ _______ Task Team Member: ________________

Placement Coordinator: ____________ Date of Approval: ________________

Copy to: Instructor through Counselor Training Agency

ATTACHMENT 9

PROGRESS RATING SHEET

Name of Student ______________________ Training Station ______________ School ______________

School Year: ______________

	GRADING PERIOD								
	1	2	3	4	5	6	7	8	9
ATTENDANCE AND PUNCTUALITY									
GENERAL ATTITUDE–Toward the job, superiors, other employees, the public, etc.									
SELLING EFFICIENCY–(If applicable) Product knowledge, suggestion selling, customer relations, etc.									
QUALITY OF WORK–Accuracy, orderliness, thoroughness, etc.									
EFFECTIVE USE OF TIME									
PERSONAL APPEARANCE									
ABILITY TO FOLLOW INSTRUCTIONS									
ABILITY TO ASSUME RESPONSIBILITY									
INITIATIVE									

REMARKS: The training sponsor is urged to make comments on the progress of the student on the reverse side of this page.

RATING KEY:
A - Excellent
B - Good
C - Average
D - Satisfactory
U - Unsatisfactory

____
Training Sponsor

____
Guidance-Placement Coordinator

ATTACHMENT 11

Page 2

The employer's comments and suggestions will be of value in aiding the Guidance-Placement Coordinator in counseling the student concerning better job performance.

DATE **COMMENTS**

____ Grading Period 1: ____________________

Rated by: ____________

____ Grading Period 2: ____________________

Rated by: ____________

____ Grading Period 3: ____________________

Rated by: ____________

____ Grading Period 4: ____________________

Rated by: ____________

____ Grading Period 5: ____________________

Rated by: ____________

____ Grading Period 6: ____________________

Rated by: ____________

____ Grading Period 7: ____________________

Rated by: ____________

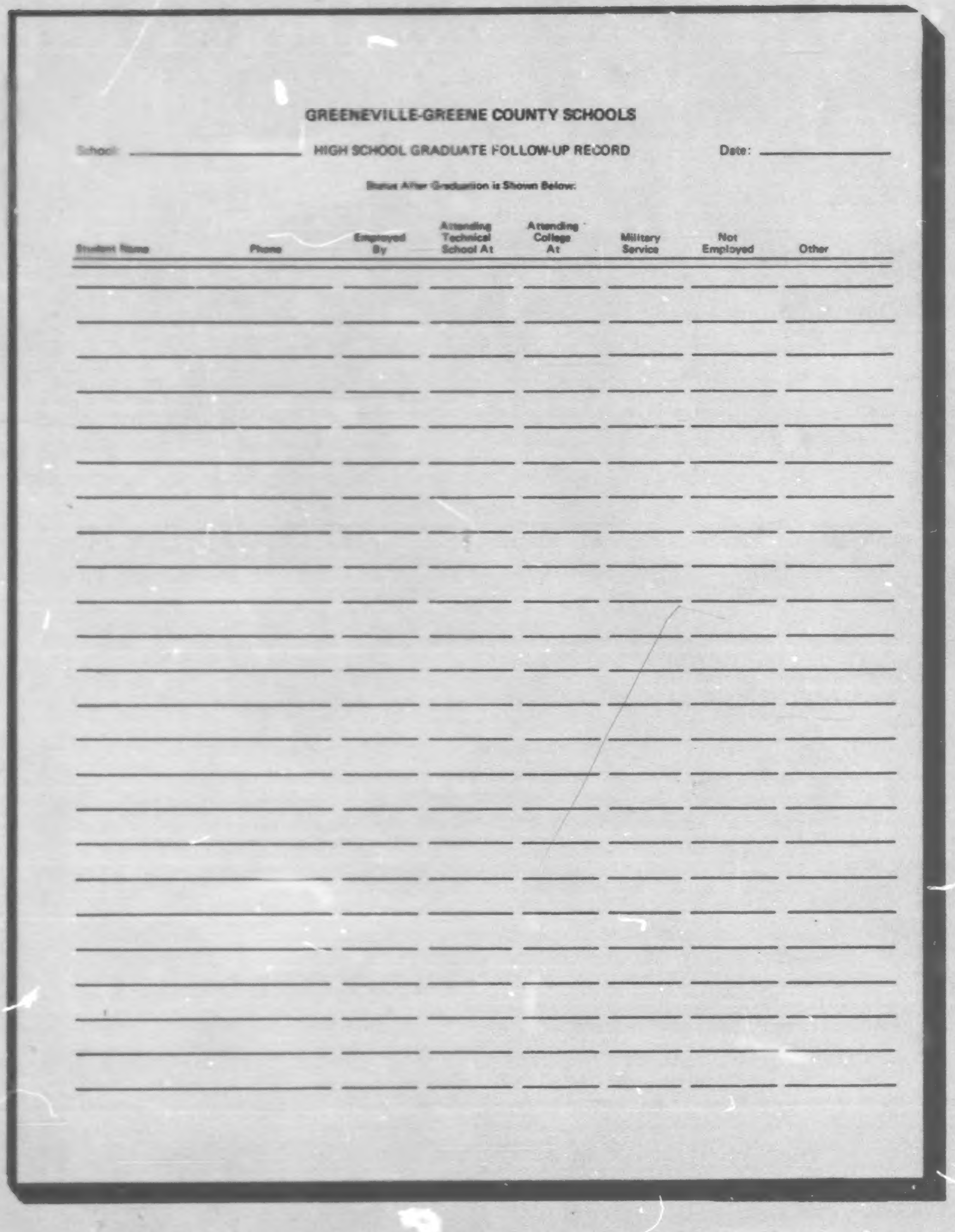
____ Grading Period 8: ____________________

Rated by: ____________

____ Grading Period 9: ____________________

Rated by: ____________

ATTACHMENT 11



GREENEVILLE-GREENE COUNTY SCHOOLS

School: ______________ HIGH SCHOOL GRADUATE FOLLOW-UP RECORD Date: ______________

Status After Graduation is Shown Below:

Student Name	Phone	Employed By	Attending Technical School At	Attending College At	Military Service	Not Employed	Other

ATTACHMENT 12

Year of Graduation ____ School ____

Voc. Course ____ Teacher ____

Name ____
LAST FIRST MIDDLE
Name You Prefer ____

Address ____ Phone ____

Name, Address, and phone number of someone who will always know how to contact you.

____

____

Present Job ____ Employer ____

Type Work Desired ____

EMPLOYED BY	JOB	DATE	REFERRED BY

Name ____

____

____ Date of Follow-up ____

1 .... Work Status 1

a ____ Working for Pay ____ a

b ____ Unemployed - looking for work ____ b

c ____ Unemployed - Not looking for work (why?) ____ b

2 ____ Present Occupation ____ 2

3 ____ Where Working ____ 3

4 ____ Have you had voc. training ____ 4

5 ____ Has most of your employment been related to voc. training ____ 5

6 .... How do you rate your training in voc. skills 6

a ____ Very Helpful ____ a

b ____ Some Help ____ b

c ____ No Help ____ c

7 ____ Have you had further training since high school ____ 7

8 ____ Where ____ 8

9 .... Recommendations 9

____

____

____

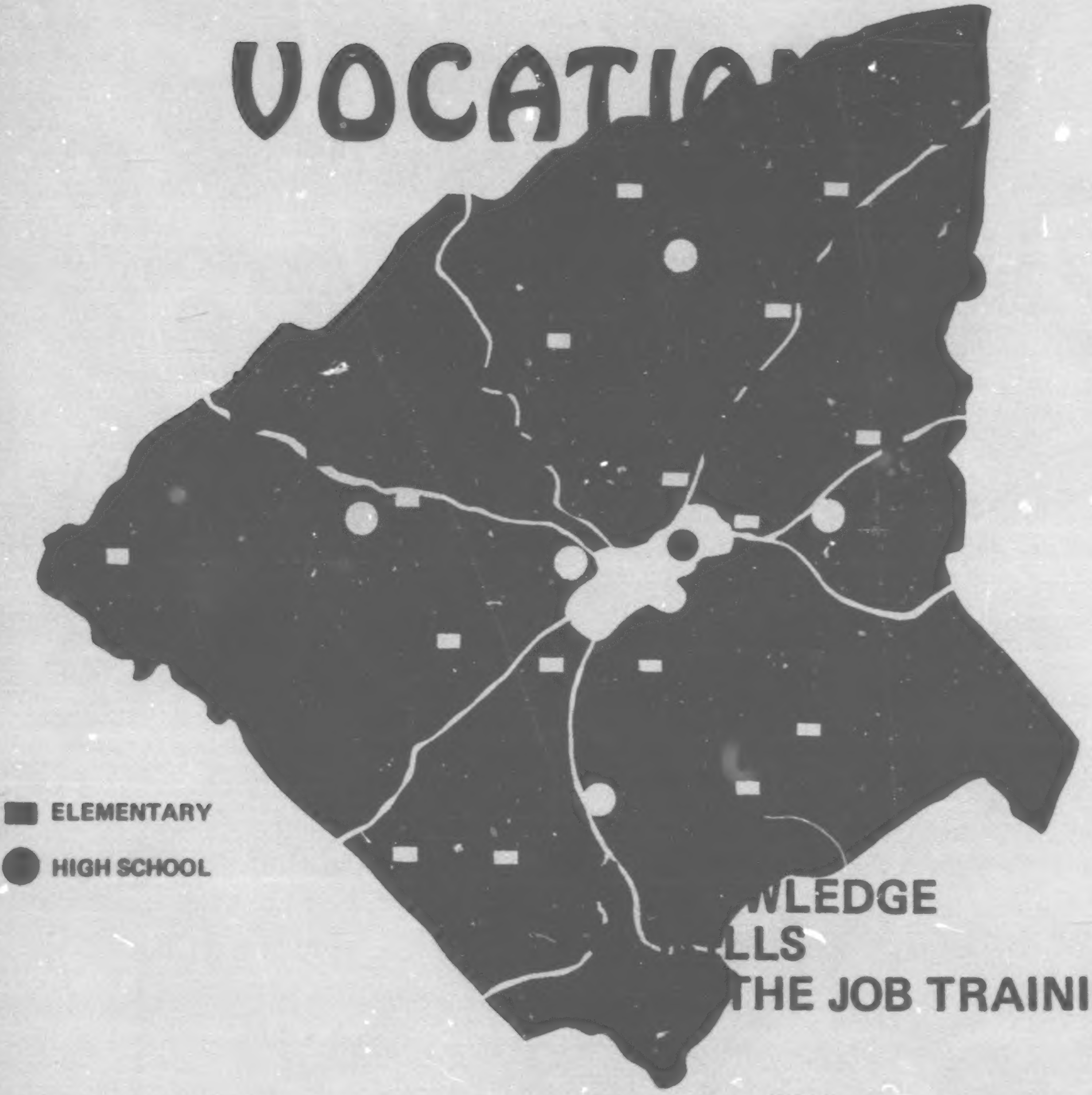
____

ATTACHMENT 13

ENCLOSURE 2

Training Sponsor Handbook

VOCATIO


▬ ELEMENTARY
● HIGH SCHOOL

WLEDGE
LLS
THE JOB TRAINING

GREENEVILLE-GREENE COUNTY SCHOOLS

TRAINING SPONSOR

HANDBOOK

PRESENTED TO YOU BY:

J. Louis Byrd
Job Placement Coordinator
Greeneville-Greene County Schools
Union at Charles Street
Greeneville, Tennessee 37743

Telephone: 639-4194

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HATS OFF TO YOU!

CONGRATULATIONS!

You are commended for joining our educational team in training a high school or an adult student in vocational education. Without your fine community spirit, your cooperation and your business organization this cooperative program of training would not be possible.

This handbook is designed especially to assist you, the training sponsor, in the practical training of our cooperative vocational education students. Now that you are a partner in this cooperative venture, we wish to offer all possible assistance to you in assuring mutual success with the students we are training to become successful employees.

Since we are on the same team, please make any suggestions for improvement of the program. These will be welcomed by the coordinator. Again, congratulations on becoming a training sponsor and making this sound investment in youth, free enterprise and America's future.

WHAT IS COOPERATIVE EDUCATION?

Cooperative education is a vocational program wherein a business and the school join together to train selected vocational junior and senior students over 16 years of age in their chosen careers. The student spends about half of the day in school studying and learning a career and approximately half a day in a paying job where learning continues with practical experience. Here in Greeneville and Greene County, primarily seniors are in the program. Most students are 17 years of age. A few may be 18 or 19.

WHAT ARE THE ADVANTAGES OF THE VOCATIONAL PLACEMENT PROGRAM TO THE COMMUNITY?

Provides a source of well-trained and qualified future employees.
Trains young persons in your organization to meet your job specifications.
Enables student-trainees to demonstrate their enthusiasm, energy, and fresh ideas.
Establishes good community relations, allowing the businessman the opportunity to cooperate with the schools in public education.
Assists in retaining young workers in the community upon completion of high school, because they are trained to become full-time workers.
Establishes a link between business, home and school, allowing the businessman an influential voice in school affairs.
Aids in reducing labor turnover and training costs.
Allows the business to provide a work-experience laboratory for training of vocational students.
Aids in making regular employees conscious of their own training needs.
Establishes an atmosphere of responsibility among employees who are assigned as training supervisors.
Creates dependability and good work habits among young persons.
Promotes training with occupational objectives in mind.

HOW DOES THE VOCATIONAL PLACEMENT PROGRAM OPERATE?

IN THE CLASSROOM

The student is instructed in academic subjects along with the vocational class of his occupational choice.

BE A JUMP AHEAD!

JOB PLACEMENT

The placement team approach is used in Greeneville and Greene County. This involves the instructor, guidance counselor, principal, job placement coordinator, vocational director, The Vocational Advisory Council (composed of leaders in business and the community) and occupational area advisory committees.

When a vocational instructor feels that a student is sufficiently proficient in the occupational area of study, has maturity, and possess enough entry-level skills to go to work, the student is referred to the coordinator for placement in an entry-level job. Normally this is a senior student who is in the second year of vocational training. The placement coordinator arranges for the student to be interviewed by an employer who needs a part-time employee.

The employer interviews as many students as desired and selects one for the training position.

ON THE JOB

Based on the needs of the employer and the student's school schedule, a training agreement is worked out by the coordinator.

A signed copy of the training agreement is kept by the employer, the instructor, and the coordinator. Unless the student is 18 years of age, this must be on file with the employer in order to comply with state labor laws.

Students become members of the business organization's staff of employees on a part-time basis, receiving regular wages.

Students learn by doing, putting into practice the knowledge which they have gained through their vocational training.

Students work a minimum of 15 hours weekly, on the job. Work time is taken from the student's occupational class schedule with the student continuing to attend classes in the general education program.

Students are supervised by trained, experienced employees, according to a preplanned schedule of work experiences.

WHAT IS THE COORDINATOR'S RESPONSIBILITY TO YOU?

Provide qualified part-time student-trainees who will mature with job experience and become proficient employees of the organization.

Assist in establishing a suitable training program and schedule for the individual student-trainee.

Advise the instructor of any special instruction needed to improve performance on the job.

Work closely with you, the training sponsor, to insure a sound training program for the individual student-trainee.

Evaluate the student-trainee's progress regularly to insure satisfactory job performance.

Maintain a close working relationship with the management and training supervisors.

Assist you, the training sponsor, in every way to fulfill each student-trainee's occupational objective and training needs.

WHAT ARE YOUR RESPONSIBILITIES
TO THE COORDINATOR,
TO THE STUDENTS,
TO THE SCHOOL?

Provide suitable employment for part-time student-trainees, offering an opportunity for job experiences and learning.

Plan a work schedule that will lead to job progression and rotation of duties as the student-trainee develops ability and skill.

Appoint a qualified, experienced employee to supervise the student-trainee on the job, following the training plan wherever possible.

Work closely with the coordinator in carrying out the student's training objective.
Encourage the student-trainees to develop good work habits and attitudes.
Provide the coordinator with training materials which your organizations may have on hand.
Volunteer to speak to student groups, club organizations, and in classrooms about your business, its opportunities, and its career possibilities.
Make suggestions which you think could or would improve the program and strengthen the training.
Encourage other businessmen such as yourself to engage in training activities.
Pay a fair and equitable wage in relation to the student-trainee's skill, ability, and experience.
Make the student's work hours sufficient for training, but to allow reasonable time for study and relaxation.

SUGGESTIONS FOR TRAINING STUDENTS

Lead The Way

1. Orientation to the business, employees, and operation is vital.
2. Assign the student to a training supervisor, give him a definite schedule, and instruct him in job responsibilities.
3. Acquaint him with payroll procedures, personnel policies, and rules and regulations.
4. Put him on your team and remind him that he must be productive and dependable and show ability to progress.
5. Remind him that he is in a training situation and that you will expect him to perform to the best of his ability.
6. Inform him that you and the coordinator will evaluate his work regularly and that you will grade his job performance and progress.
7. Inform the student of his acceptance as an employee and let him know where he stands with you; never keep him guessing.
8. Reward the student with a pat on the back for a job well done just as you would criticize him for errors and lack of judgement.
9. Praise publicly; criticize privately.
10. Teach him the importance of profits to your business and to himself; expect high standards of work and productive performance.
11. Guide him in developing proper work habits and attitudes, and help him increase his skills and knowledge.
12. Correct faulty judgements and improper techniques before they become habitual.
13. Confer with the coordinator regularly regarding the student's training; keep private matters confidential.

SUGGESTED SUPERVISION OF TRAINEES

The trainee you have employed is a human dynamo, bubbling with energetic enthusiasm and full of young ideas--but lacking in self-confidence. He is shy, eager to please, and wanting acceptance by the employees and management.

Your job of supervision is largely a matter of allowing the trainee to find himself. You will be required to exhibit patience, understanding, tact, tolerance--all mixed with a sense of humor.

Supervision should draw the best from the trainee. Stimulate his thinking, ask his opinions, give him responsibility, recognize his ability, and teach him to accept his limitations. Supervision is based on these sound rules:

1. Assign work within reasonable bounds of physical strength and ability, remembering the lack of work experience.
2. Recognize that young people lack muscular coordination and sound judgement.
3. Remember that youngsters have outbursts of emotions and exhibit poor behavior at times, rebelling at authority. Ignore them (if possible), and the situation will correct itself.
4. Give criticism fairly, without emotion, and let trainees discover their own mistakes.
5. Use the "We" rather than "I" approach.
6. Put trainees on your team, treat them as adults, and reward good deeds with added responsibility.
7. Give instruction clearly, telling *why* as well as *how*.
8. Expect the best from trainees; never accept poor quality; teach them pride in a job well done.
9. Set a good example for trainees to imitate.
10. Point trainees toward a goal and help them achieve it.

ATTACHMENTS

PLACEMENT INFORMATION

Name: ______________________ Social Security Number: ______________

Address: _________________________ Phone: ______________________

_________________________ School: _____________________

Date of Birth: ___________ Age last birthday: _______ Grade: _________

Evidence of Age: _______________________ Male: ______ Female: _____

Health record showing physical fitness for
prospective employment signed by Dr. ____________________

Date Entered Youth Program: ___________ For School Year: 19 ___ - 19___

Place of Employment: ____________________ Phone: ___________________

Address: _________________________________ ZIP: _______________

Contact Person: _____________________ Date of Placement: _____________

Starting Wage: _______ per hour Current Date: _________________

School Hours: _______ a.m. p.m. to _______ a.m. p.m.

Vocational Courses Currently Engaged In: ______________________________

EMPLOYMENT SCHEDULE

Date of Week	Time On Duty	Time Off Duty	Total Hours Weekly	
			On The Job	In School
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
TOTAL				

We the undersigned agree to meet the requirements for the program as provided in the Operational Procedures and Minimum Standards for Vocational Education In Tennessee.

Training Agency: _________________ Student-Learner: __________________

Parent or Guardian: _______________ Task Team Member: _________________

Placement Coordinator: ____________ Date of Approval: _________________

Copy to: Instructor through Counselor Training Agency

PROGRESS RATING SHEET

Name of Student ____________________ Training Station ____________________ School ____________________

School Year: ____________________

	GRADING PERIOD								
	1	2	3	4	5	6	7	8	9
ATTENDANCE AND PUNCTUALITY									
GENERAL ATTITUDE–Toward the job, superiors, other employees, the public, etc.									
SELLING EFFICIENCY–(If applicable) Product knowledge, suggestion selling, customer relations, etc.									
QUALITY OF WORK–Accuracy, orderliness, thoroughness, etc.									
EFFECTIVE USE OF TIME									
PERSONAL APPEARANCE									
ABILITY TO FOLLOW INSTRUCTIONS									
ABILITY TO ASSUME RESPONSIBILITY									
INITIATIVE									

REMARKS: The training sponsor is urged to make comments on the progress of the student on the reverse side of this page.

RATING KEY:

A - Excellent
B - Good
C - Average
D - Satisfactory
U - Unsatisfactory

____
Training Sponsor

____
Guidance-Placement Coordinator

The employer's comments and suggestions will be of value in aiding the Guidance-Placement Coordinator in counseling the student concerning better job performance.

DATE **COMMENTS**

____ **Grading Period 1:** ____

Rated by: ____

____ **Grading Period 2:** ____

Rated by: ____

____ **Grading Period 3:** ____

Rated by: ____

____ **Grading Period 4:** ____

Rated by: ____

____ **Grading Period 5:** ____

Rated by: ____

____ **Grading Period 6:** ____

Rated by: ____

____ **Grading Period 7:** ____

Rated by: ____

____ **Grading Period 8:** ____

Rated by: ____

____ **Grading Period 9:** ____

Rated by: ____

GREENE COUNTY PLACEMENT CENTER

REFERRAL CARD

The bearer of this form is ______________________________

who is applying for the position of ______________________________

This student has been referred to you by the Greene County Placement Center and fulfills, to the best of our knowledge, the requirements for this position.

In order that we may better serve you and our students, would you please telephone the undersigned when you have hired an applicant for the job, desire additional information, or wish to make any comments in connection with this referral.

If you hire this student, it is imperative that the placement coordinator be contacted at the Greene County Placement Center. (639-4194)

____
Placement Coordinator

Check One:

____ Chuckey-Doak Student
____ North Greene Student
____ South Greene Student
____ West Greene Student
____ Vocational School Student

storing
up
fact

WHAT RECORDS WILL YOU BE REQUIRED TO MAINTAIN ON THE TRAINEE?

There is only one record that you, the training sponsor, will retain in your files. It is the Placement Information Form which you and the coordinator have agreed upon shortly after placing the student on the job. This is the student's authorization to work and should be on file for students under 18 years of age in order to comply with state labor laws.

The coordinator will periodically bring you a Progress Rating Sheet which is used to rate the student's job progress. It is important that you spend some time in making an accurate appraisal of the student, because the coordinator uses this rating to grade the student's work performance, to counsel the student, and to coordinate the student's classroom assignments with on-the-job training. It evaluates the student on his attendance and punctuality, general attitude, selling efficiency (if applicable), quality of work, effective use of time, personal appearance, ability to follow instructions, ability to assume responsibility, and initiative. The coordinator will bring the form to you each grading report period for your analysis and evaluation. A sample of the Progress Rating Sheet is included for your study and reference.

Another form which is used by the coordinator is the Referral Card. You will receive it when interviewing prospective student-trainees. A sample is shown to assist you in understanding its purpose. The card is designed to make direct introduction of the student to you, and it will save you time because an appointment has been made. It eliminates unnecessary calls from students, and it assures you that the student is a bona fide vocational education student who has been interviewed, screened, and accepted into the program of training by the coordinator.

High School Vocational Offerings

1. Agriculture
2. Air Conditioning, Refrigeration and Appliance Repair
3. Auto Body and Fender Repair
4. Auto Mechanics
5. Building Trades
6. Child Care
7. Commercial Graphics
8. Cosmetology
9. Distributive Education
10. Electricity
11. Electronics
12. Food Service
13. Health Occupations
14. Home Economics
15. Industrial Cooperative Education
16. Machine Shop
17. Small Engine Repair
18. Vocational Office Education and Data Processing
19. Welding

Adult Programs

Adult programs include: Air Conditioning/Refrigeration, Auto Mechanics, Cosmetology, Electricity, Electronics, Drafting, Machine Shop, Nursing (LPN), Welding, Beginning Typewritting, Accounting I & II, Advanced Secretarial Practice.

Placement Office
Vocational Education Department
Union and Charles Streets
Greeneville, Tennessee 37743

TO:

VOCATIONAL PLACEMENT PROGRAM

Occupational Opportunities Through On-the-Job Training

Sponsored by
Greene County School System
In Cooperation With
State Dept. of
Vocational-Technical Education

For More Information Contact:
J. Louis Byrd, placement Coordinator
Harold Patton, CETA Coordinator
Union & Charles Streets
Greeneville, Tennessee 37743

Telephone: (615) 639-~~[illegible]~~ 0086

School
Business

The Job Placement Program of the Greene County School System is a cooperative Vocational Education program for students planning careers in occupations ranging from Auto Mechanics to Child Care. Through a cooperative arrangement between the school and employer, students receive instruction in both academic and vocational areas and alternate their school studies with a job relating to their interests and abilities.

Student Entrance Requirements

1. The student must be 16 years of age.
2. Students should show an interest in accepting the responsibilities of employment.
3. A good academic/vocational standard must be maintained.
4. Students must be recommended by their counselor and vocational instructor before entry into the program.
5. Parental consent must be obtained before students are entered in the program.

Benefits To Employer

Offers to the business community more desirable beginning employees who have received vocational training.

Provides the employer with student learners who are at an age of rapid learning.

The program meets the need for part-time employees when a full-time person is not justified.

Upon graduation, the student is trained to assume responsibilities without further training.

The school helps assume a part of the training of the employer, thus reducing cost to the employer.

The employer contributes to the educational system by helping the student see the relevance of his education as it relates to the world of work.

Benefits To Students

Enables them to develop actual on-the-job skills;

Provides them with a job which might lead to permanent employment;

Provides them with financial assistance;

Gives them the opportunity to learn social and work attitudes for successful transition to the job market;

Contributes to double supervision — school and business.

Enables students to practice skills learned in a lab/classroom/shop;

Provides students opportunity to explore occupational possibilities while in school;

AND

Provides them with work experiences and motivation to continue their education and occupational training.

COOPERATIVE EDUCATION

Cooperative education (co-op program) is offered in conjunction with the courses previously listed. This is a vocational program offered to seniors during the last year in any given course. The program is a combination school and on-the-job training situation where the student attends the home school on a regular schedule, attends class five hours a week at the Vocational Center, and works on the job at least fifteen hours per week. Students participating in the co-op program receive regular wages while on the job plus class credit for the vocational course in which they are enrolled.

ADULT PROGRAMS

The Greeneville-Greene County Vocational Center offers to the adults in the area of Greeneville and Greene County a wide choice of vocational programs. The basic purpose of these programs is threefold: (1) To train people for initial job skills, (2) To retrain people for new jobs, and (3) To train people for upgrading or advancement.

Most adult classes are offered in the evenings and there is no minimum standard for admission. The concern of the staff is that persons be interested in improving themselves and gaining knowledge and training in a selected vocational area. Thus, the individual must be able to profit from the course.

Each course is offered with a definite objective in mind and it is hoped that students will take advantage of the full opportunities in each class. The instructors are well trained in their respective fields of work and will give as much time as needed to fulfill the needs of the class. A certificate of completion is awarded to trainees who satisfactorily complete 75% of the class time.

A nominal fee is charged for each course. The fees are used for textbooks and materials which become the student's property at the end of the course.

The secondary courses described in this pamphlet may be offered to adults as well as other courses for which there is a need or a demand.

ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

John Connell
Patsy Dority
Georgia Farnsworth
Bill Isbell
Shirley Jaynes
Gregg Jones
Della Justis
Brian Keicher
W. P. Knight
Charles Kugler
Allen Lyons
Terry O'Donovan
David Ooten
Billie J. Parker
Wanda Reagan
Bill Reynolds
Argel Ripley
Wendy Waddell
Olie Williamson
Jack Wilson

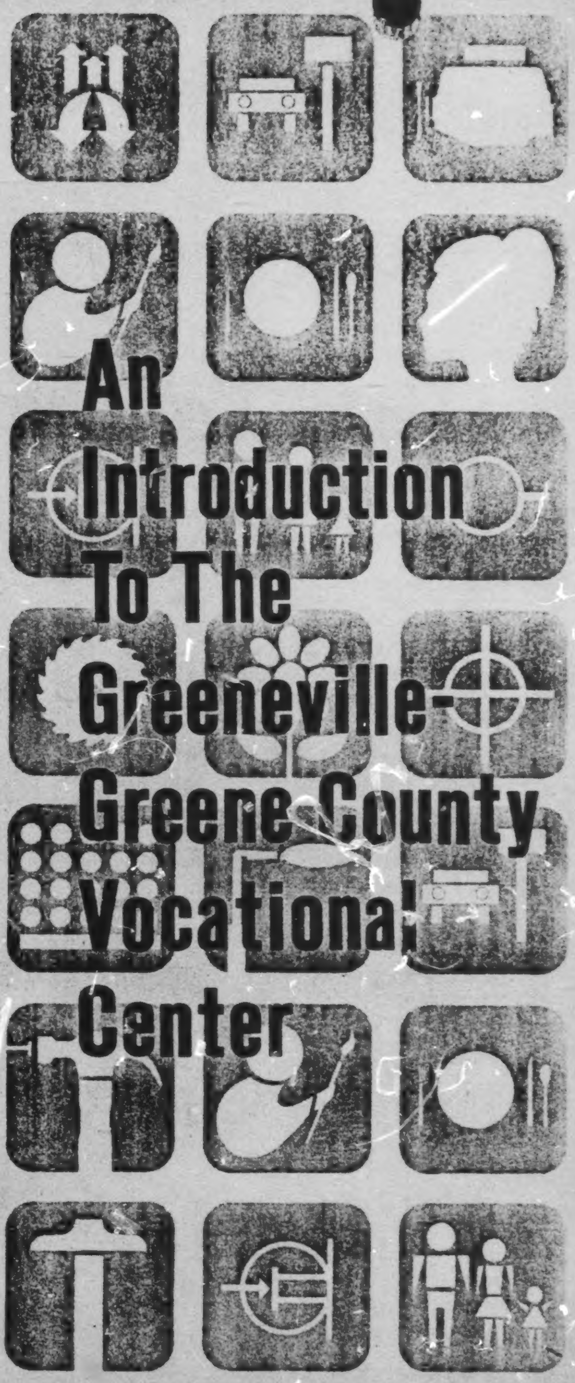
SCHOOL BOARD FOR VOCATIONAL EDUCATION

Ray C. Adams
Don Bible
William C. Bible
D. A. Bowman
Hal Henard
Jack D. Hogan
Robert L. McElrath, Supt.
Ken Hood
David M. Love
John I. Myers
Jack Pierce
J. C. Solomon
Ben Thompson
James Parham, Supt.

Greeneville-Greene County Vocational School

Phone 639-4117

An Introduction To The Greeneville-Greene County Vocational Center



PHILOSOPHY

Our primary purpose at the Greeneville-Greene County Vocational Center is to prepare the individual for a lifetime of productive work. As we attempt to achieve this purpose, we are influenced by certain basic beliefs. We believe in the worth of each individual person and in the dignity of all constructive work. We believe that to fully develop the capability of the individual student, instruction must improve the student's ability to think clearly and critically and to communicate effectively. We believe that the student should be taught to use the various disciplines in the field in which he is preparing, so he will be able to solve the problems he will face as a worker.

OBJECTIVES

- To assist prospective students in choosing an area of study in which they can achieve success.
- To give the prospective students a realistic picture of the current employment opportunities in the field of their choice.
- To create the awareness that motivation and proficiency on a job are essential to acquire a feeling of worth and self-respect which every citizen desires.
- To instill in the student the importance of safe work practices.
- To provide each individual student with a program of instruction and experiences that will aid him or her in becoming occupationally proficient.
- To assist persons who have completed a program to obtain employment.
- To work with other personnel within the two school systems in fulfilling career education objectives for students.

ORGANIZATION

The Greeneville-Greene County Vocational Center serves the high school students and adults of Greeneville and Greene County. Operated as a joint facility of the city and county school systems, the Center offers vocational programs to students in the five area high schools during the day and provides vocational training for adults in the evening.

HIGH SCHOOL PROGRAMS

Participation in vocational courses is a part of the student's high school program. The students who elect to take courses at the Vocational Center are transported from the home school to the Center where they spend part of the school day. The remainder of the day is spent in a regular schedule at the home school. Thus, the Vocational Center has two sessions each day: a three-hour morning session and a two-hour afternoon session.

Programs at the Center are designed to be either two or three years in length, depending on the program and the needs of the individual student. Grades earned at the Vocational Center are transferred to the home school where high school credits are granted for each year successfully completed in a vocational program. Two credits are granted for a two-hour course and three credits for a course which is scheduled for three hours.

OFFERINGS

AIR CONDITIONING, REFRIGERATION, AND HEATING prepares the student to install and service cooling and heating systems and learn related sales work for any of these systems.

AUTO BODY REPAIR is the study of body and frame alignment and performing repairs on body damaged automobiles.

AUTOMOBILE MECHANICS will enable the student to learn to perform repair operations on systems of the automobile, truck, and tractor.

BUILDING TRADES involves the study of building materials and methods, blueprint reading, plumbing, masonry, and woodworking, as used in construction of a building.

CARE AND GUIDANCE OF CHILDREN students will learn the skills and attitudes needed to assist or work in the supervision of the various activities of children.

COMMERCIAL GRAPHICS students learn procedures and operations involved in art, photography, and printing as they design and work with techniques and machinery of the trade.

COSMETOLOGY teaches students care and styling of the hair, facial treatments, and manicures.

DRAFTING includes the basic drawing skills and techniques which can apply to either machine drafting or architectural drafting.

ELECTRICITY AND SMALL APPLIANCE REPAIR students learn proper wiring methods and techniques, interpretation of the wiring methods and techniques, interpretation of the National Electrical Code, industrial blueprint reading, and to apply learned knowledge as they work on real electrical jobs.

ELECTRONICS AND RADIO-TV REPAIR provides knowledge of fundamentals of current, vacuum tubes, and other semiconductors as applied to the electronics industry.

FOOD MANAGEMENT, PRODUCTION, AND SERVICES emphasizes the correct methods of purchasing, preparing, and serving food.

HEALTH OCCUPATIONS acquaints the student with areas of the health field--nurse, dental assistant, laboratory and x-ray technician and other health service areas.

MACHINE SHOP instruction involves machine tool operation, blueprint reading, basic hand tools, layout and bench work.

SMALL ENGINE REPAIR will train the student to perform repair operations on lawn mowers, tillers, chain saws and similar equipment.

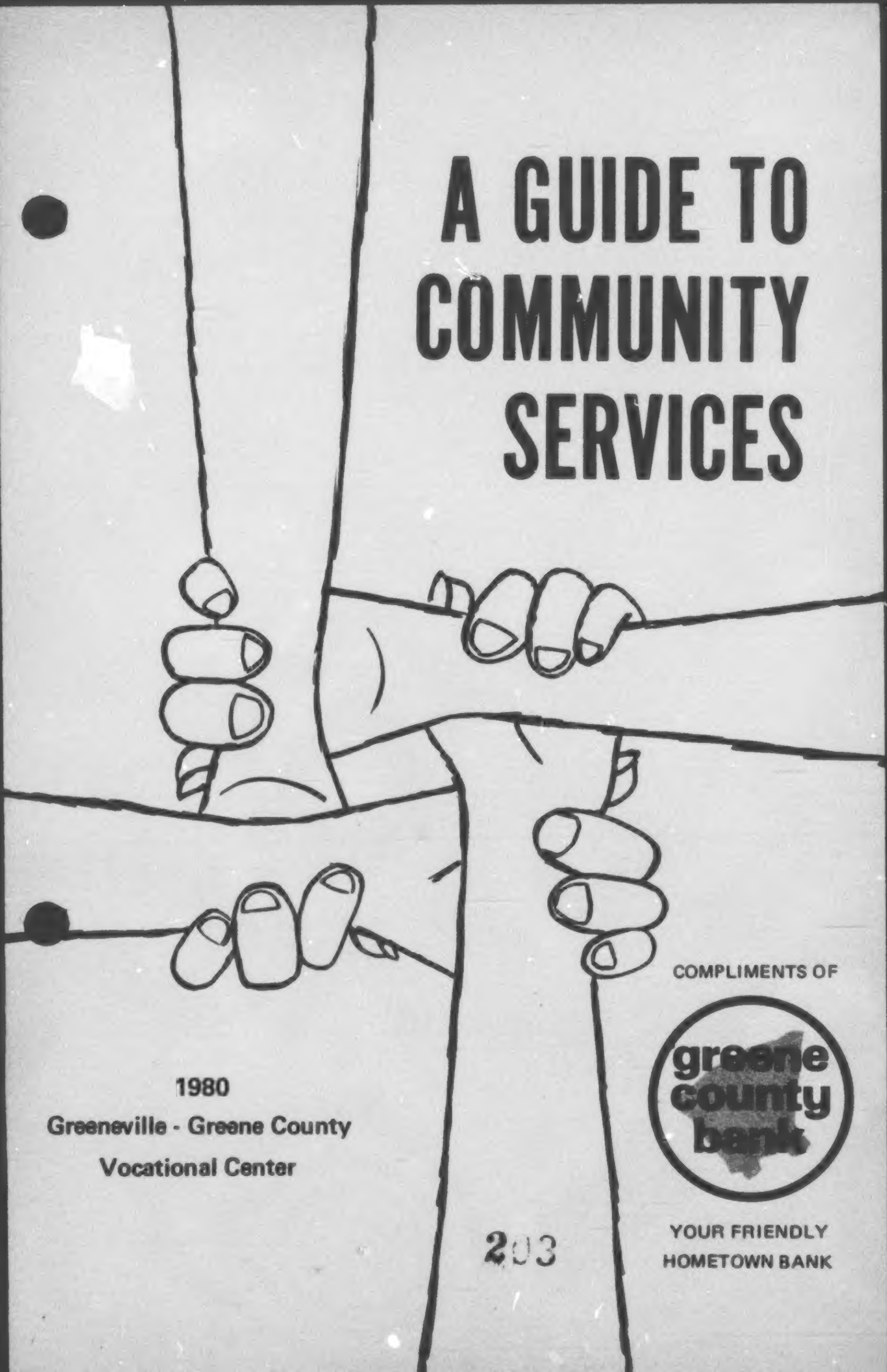
VOCATIONAL ADVANCEMENT PROGRAM is a special program to train helpers for the skilled trade areas, emphasizing occupational skills in shop, home economics, and basic mathematics and communications needed for job placement.

VOCATIONAL IMPROVEMENT PROGRAM individualizes instruction in mathematics and communications for the specific trade areas.

VOCATIONAL OFFICE EDUCATION, INCLUDING BASIC DATA PROCESSING, offers the student training in skills and duties needed for a competent office worker.

WELDING enables the student to learn and perform techniques of ox-acetylene, arc, TIG, and MIG welding.

A GUIDE TO COMMUNITY SERVICES



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1980
Greeneville - Greene County
Vocational Center

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A GUIDE TO COMMUNITY SERVICES

GREENEVILLE-GREENE COUNTY
VOCATIONAL CENTER
1980

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ALCOHOLICS ANONYMOUS

Greeneville, Tennessee 37743 – Phone 638-5578

PURPOSE AND PROGRAM

Alcoholics Anonymous is open to anyone who admits by his (her) own judgment, that he is powerless over alcohol and needs help. Once a member, A.A. strikes a success rate of 84%.

Each meeting is presented in a spiritual manner but is not for a speciffic, organized religion. Group therapy and counseling take place and each member must willingly accept the following 12 steps as outlined by A.A.

1. We admitted we were powerless over alcohol--that our lives had become unmanageable.
2. Came to believe that a Power greater than ourselves could restore us to sanity.
3. Made a decision to turn our will and our lives over to the care of God "as we understood Him."
4. Made a searching and fearless moral inventory of ourselves.
5. Admitted to God, to ourselves, and to another human being the exact nature of our wrongs.
6. Were entirely ready to have God remove all these defects of character.
7. Humbly asked Him to remove our shortcomings.
8. Made a list of all persons we had harmed, and became willing to make amends to them all.
9. Made direct amends to such people wherever possible, except when to do so would injure them or others.
10. Continued to take personal inventory and when we were wrong promptly admitted it.
11. Sought through prayer and meditation to improve our conscious contact with God " as we understood Him," praying only for knowledge of His will for us and the power to carry that out.
12. Having had a spiritual awakening as the result of these steps, we tried to carry this message to alcoholics, and to practice these principles in all our affairs.

REQUIREMENTS

Although the A. A. in Greeneville consists mainly of adults, any person who wants and needs help, may join as long as that person has not been forced or demanded to attend by someone else (as parent, teacher, etc.). He must come by his own choice.

A. A. does not work with any other type of drug related problem. Such problems may be referred to the Nolachuckey—Holston Area Mental Health Center. Further information (literature and pamphlets) may be obtained from Mr. Ron Stone of the "Drug and Alcohol Abuse Center" in Kingsport.

CONTACT

Open meetings of A. A. are held every Wednesday at 8:00 p.m. in the Covenant Presbyterian Church located beside Doak School. The meeting place was offered to the group--there is no religious connection. Those seeking help should first attend this meeting. Closed meetings are also held at the same place each Saturday at 8:00 p.m.

An alternative source is the "Young Peoples Group" which meets across from Tri-Cities Airport in the Wheeler United Methodist Church. The time is every Saturday at 8:00 p.m.

To contact A. A. merely dial the telephone number given. There are no fees.

ALA–NON

There is also an ALA–NON Group whose purpose is to help the family of the alcoholic. ALA–NONs attend the open meetings on Wednesday nights, and they have their own closed meetings on Saturday nights.

AMBULANCE AUTHORITY

600 W. Church Street, P.O. Box 221 – Greeneville, Tennessee 37743
Phone 638-3441 or 638-3431

PURPOSE AND PROGRAM

The Ambulance Authority provides ambulance service for all of Greene County. There is a fee for transportation. Medicaid and Medicare are honored

Services are available on a 24-hour basis.

AMERICAN CANCER SOCIETY

1636 Tusculum Blvd. – Greeneville, Tennessee 37743 – Phone 638-4548

PURPOSE

The American Cancer Society pioneers in cancer research and gives direct aid to cancer victims and their families.

PROGRAM

The Greene County Unit of the American Cancer Society is made up of volunteer professional and non-professional people. The group works under the supervision of a regional supervisor who is a paid employee of the Cancer Society.

Once cancer is diagnosed and the proper forms signed by the physician, the Cancer Society may be able to give aid in the form of sick room equipment, prosthesis if needed, some drugs, and funds for transportation to and from treatment centers.

The unit also works to educate and inform the public about cancer, its early detection and treatment. Literature and films are distributed throughout the county.

REFERRAL AND STAFF

Mr. Bill Teague at Family Food Market is the contact person for the Greene County Unit. He will place a caller in contact with the persons who have the necessary information about the help available.

ALTERNATIVE LEARNING PROGRAM (ALP)

For Greeneville and Greene County Schools, George Clem Center
Floral Street – Greeneville, Tennessee 37743 – Phone 638-8138

PURPOSE

The ALP is set up for status offenders (truancy, behavioral problems, etc.) who cannot cope in a regular school day.

The main objective is to work with each student on an individual basis, working with academic and social problems, until the staff believes that the said student is ready to return to a regular school. Progress reports will be discussed with the school and upon return, follow-ups will continue by the ALP staff.

PROGRAM

Students will be placed on a strict behavioral management program. Classes will consist of the exact texts used at the regular school unless some type of shop, lab, etc. is needed. Students will work individually on daily assignments. Supervision will be at all times, including lunch and breaks. Transportation is provided from the Greeneville-Greene County Vocational School. The program includes individual and group counseling. A great deal of emphasis is placed on parental contact as well.

REQUIREMENTS

1. Students must be in grades 7-10 only.
2. Both males and females are accepted.
3. The school must first try to do everything possible to alleviate the problem before ALP contact (ALP should be a last resort).
4. Although each case is different, students should not spend over a 6-week period at the ALP.
5. Each school must provide the texts for their students while they attend ALP. Texts return with the student.

REFERRAL

The program is set up through the juvenile court. Any school who needs to refer a student should first contact either the ALP, or Mr. John Hankins, Assistant Superintendent of Greene County Schools.

1. After contact, referral and admission forms will be delivered.
2. Parental contact should be made by both the school and ALP.
3. An administrative hearing will be held to place the student at the ALP. Student, parent, and school representative will be expected to attend. (This does not give the student a juvenile record.)

STAFF

Mr. Jerrell Hamler, Teacher
Mrs. Scarlett Coapstick, Counselor

AMERICAN RED CROSS

116 Depot Street, Box 44 – Greeneville, Tennessee 37743 – Phone 638-6441

PURPOSE AND PROGRAM

Multifarious services are provided through the Greeneville Chapter of the American Red Cross.

Help is available for service men, veterans, and their families. Blood Services and Disaster Services are provided. Classes in first aid, water safety, mother and baby care, care of the sick and injured, and CPR are conducted.

Through the Greene County Service Association emergency needs are met. Help is given in case of burn outs. Medical supplies are provided, grocery orders issued, and transients' problems handled. The Association can meet these needs while waiting for social security and food stamps programs to become available.

The Greene County Cancer Society, administered through this office, is a branch of United Fund and is not associated with the American Cancer Society. The Greene County Society supplies drugs and transportation to treatment centers for indigent cancer victims in Greene County.

The Christmas Coal Fund, sponsored by the Greeneville Sun, is administered through this office.

STAFF

Mrs. Ellen Bible, Executive Director

CHAMBER OF COMMERCE

207 N. Main Street – Greeneville, Tennessee 37743 – Phone 638-4111

PURPOSE AND PROGRAM

Community development is the Chamber's major job—the development of industry, commerce, agriculture, promotion of civic activities, area publicity and public relations, all these and more. The extent and variety of activities is almost unlimited, based on community need and the desire and ability of Chamber members to accomplish them. Your Chamber works with other organizations and government to bring about area improvements.

SERVICES OF THE CHAMBER

Greene County Chamber of Commerce is the "front door" of the area, welcoming visitors, new residents and all others seeking information on Greene County. It maintains a library of various directories, state maps, and travel folders. A detailed list of services is available at the Chamber office. The most important service is its unifying influence in not only coordinating and servicing its own committees, but also working and cooperating with the entire community.

Since the Chamber is solely supported by dues of its members, membership is the Chamber's lifeline.

STAFF – 1980

Mike Christian, President
Mrs. Ruth Reynolds, Acting Director
Mrs. Betty Grubb, Secretary

CIVIC CLUB PROJECTS

KIWANIS – Shoes Program

The Kiwanis Club will provide shoes for needy children. These children, usually identified through the schools, may be referred by anyone. Contact persons are: Mrs. Ellen Sible at the Red Cross Office, 638-6441; or Mrs. April Burt at the Department of Human Services, 639-6177.

LIONS – Sight and Hearing Conservation Program

The Lions Club will provide glasses for students and others who cannot buy for themselves. It is important that an application be properly filled out and submitted for processing for each case. After this is done, appointments for examination and fitting will be made. Applications may be obtained by contacting Mr. Charles Duncan, Sight Chairman, at Roby Center, 639-3128.

SHRINERS – Aid to Crippled Children Program

For any crippled child who is under 18 years of age and who meets certain financial criteria, the Shrine Club will provide all funds necessary for treatment at the Shrine Orthopedic Hospital in Greenville, South Carolina. This includes transportation, doctor and hospital bills, and braces as needed. Contact person is Mr. Joe E. Campbell at 638-4514, or an other Shriner.

CONTACT

(Emergency Hotline)

Greene County	*Dial "0" and ask for WX-0144 Toll Free*	*Johnson City*	*Dial 926-0144*
Unicoi County		*Washington County*	
Carter County			
Johnson County			

PURPOSE

By way of telephone, anyone may call if he has a problem, is troubled, or needs someone to talk to. Trained people will listen and talk about any problem at all.

PROGRAM

Calls may be placed 24 hours a day. All calls are confidential; no names are required. Contact uses as its motto, "We are always there--we always care".

DEPARTMENT OF CORRECTION: DIVISION OF JUVENILE PROBATION

905 Mason Street – Greeneville, Tennessee 37743 – Phone 638-8189

PURPOSE

1. Make investigations, reports and recommendations to the juvenile court.
2. Supervise and assist a child placed on probation by the court or committed to the Department of Correction.
3. Make appropriate referrals to other public or private agencies of the community if their assistance is needed.

PROGRAM

The Department of Correction supervises the children put under its care. Supervision is given in all areas of their lives; family, home, work, school, etc. The staff will work closely with any agency that is also concerned with the child and encourages interagency cooperation.

REFERRAL

A child is brought under the supervision of the Department of Correction only on an order of the juvenile court committing the child for an indefinite period of time. The Department of Correction may place the child in a suitable institution, foster or group home, or it may purchase services from any agency authorized to receive or provide care and services for-children.

STAFF

Mr. James M. Gregory, Probation Counselor
Mr. Creston C. Bradley, Probation Counselor

DEPARTMENT OF HUMAN SERVICES

212 E. Depot Street – Greeneville, Tennessee 37743 – Phone 639-6177

PURPOSE

The Department of Human Services, a public assistance agency, offers help to families and individuals at times of social and/or financial crisis.

PROGRAM

A number of services are available. Financial assistance for dependent children (AFDC), Medicaid, and Food Stamps are available to help meet the needs of those individuals who qualify.

In addition, a Social Services Program offers a variety of services, particularly to families involved in the abuse or neglect of children. These services include counseling, homemaker services, referral services, foster care, and other components of these services.

Another service provided by the Social Services staff is assistance to unmarried parents. This service includes counseling, referral to appropriate agencies, such as maternity homes and adoptive placement if adoption is the plan.

REQUIREMENTS

Very specific requirements must be met in order to become eligible for the financial programs. These requirements relate to income, family and household size, resources, and expenditures.

Services provided to families of abused or neglected children are mandated by law and are provided to all individuals referred regardless of financial status. Eligibility for other social services depend on a family's or individual's income and family size. No charge is made for any service provided.

REFERRAL

To make application for the financial programs sponsored by this agency, an appointment can be made by calling the office.

Referrals relating to child abuse and neglect can also be made by calling this office and giving the information to a case worker. The identity of the person making the call is kept confidential. It should be noted that according to the Child Abuse Law, anyone having knowledge of or reason to suspect that a child is being abused or neglected must make a report to this agency, to the Police Department, or the the Sheriff's Department. Failure to report can lead to a misdemeanor charge.

EDUCATIONAL TALENT SEARCH

Tusculum College – Box 83 – Greeneville, Tennessee 37743 – Phone 639-2391

PURPOSE

Talent Search is a program funded by the U.S. Office of Education to provide services for individuals age 14–27 in nine Upper East Tennessee Counties. The project seeks to serve youths who have the potential to succeed in postsecondary institutions, but do not have the financial resources to attend. Talent Search does not give money to potential students; rather it helps them locate available funds to enable them to complete their post-secondary educations.

PROGRAM

The following specific services are offered:

1. Information and counseling on post-secondary educational opportunities, i.e., college, vocational school.
2. Guidance and counseling to complete or return to secondary school.
3. Assistance in gaining admission to post-secondary institutions.
4. Assistance in obtaining financial aid to attend such institutions.

Placements to be made by Talent Search include financial assistance and counseling for: enrollment in a 4-year college, enrollment in a 2-year college, drop-out re-enrolled in college, drop-out re-enrolled in high school, placement in vocational training, and placement in GED classes.

REQUIREMENTS

1. In-school participants must be 11th or 12th graders who demonstrate the potential for post-secondary education and have financial need for assistance.
2. Out-of-school participants may be graduates or drop-outs who have no definite plans for further education.
3. There is no charge for this program.

REFERRAL

Counselors visit area high schools two or three times per month, or individuals interested in the program can call the office at 639-2391 and make an appointment to see a counselor. The Talent Search office is located in the basement of the Chapel/Fine Arts Building at Tusculum College. Hours: Monday – Friday, 8 a.m. – 5 p.m.

STAFF

Bruce Batts, Director
Judy Tower, Assistant Director
Pam Luttmers, Counselor
Linda Carlton, Counselor
John Thuren, Counselor

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FOOD STAMPS PROGRAM

212 E. Depot Street – Greeneville, Tennessee 37743 – Phone 639-6181

PURPOSE AND PROGRAM

Originally an emergency measure, the food stamps program attempts to make available proper food and nutrition for needy persons in Greene County.

The program is designed to help the elderly, disadvantaged and unemployed. Eligibility is determined by income, resources, and the number in household. Proper work registration is a requirement.

REFERRAL AND STAFF

Call or go to the office at the above address. Mrs. Helen Moorefield is the Supervisor.

FREE WILL BAPTIST HOME FOR CHILDREN

Route 10, Box 327 – Greeneville, Tennessee 37743 – Phone 639-9449

PURPOSE

The Free Will Baptist Home for Children is a home for needy, dependent, and neglected boys and girls. The purpose is to provide a home in a crisis period in a child's life. The Home is licensed by the Tennessee State Department of Human Services as a child-care institution.

PROGRAM

Since this is a church-related Home, the children attend a local church, a local school, and participate in all phases of activities of both. The children live in cottages, rather than in dormitories. Each cottage has a set of houseparents and a varied number of children in residence. They live as a family unit, maintaining daily chores such as cooking, laundry, cleaning, etc. within that household. During the summer months the older children have jobs in town and the younger ones have a light work schedule, along with a planned recreation program.

REQUIREMENTS

Children must be school age. The only exception is a pre-school age child in a family unit with older siblings who are placed in the Home. Both males and females are accepted. A home is provided as long as the child needs a home, or until he is able to return to his family, or until he is old enough to make it on his own.

REFERRAL

Most referrals are from church related contacts, but the Home can take children from other referrals if it is felt the home can meet the child's needs.

STAFF

James Earl Raper, Superintendent

GREENE COUNTY JUVENILE COURT

Depot Street – Greeneville, Tennessee 37743 – Phone 638-8118

PURPOSE

The agency's purpose is to provide services as defined in Tennessee Code for Children and Youth (Vol. 6). The court is structured for treatment and rehabilitation, seeking programs and treatment facilities that are best suited to the need of the particular child before the court.

PROGRAM

The Juvenile Court makes use of the services of the Department of Human Service, Youth Intervention Center, Alternate School Program, Department of Corrections, Volunteer Counseling, Foster Placement, Riverbend, Freedom House, Tennessee Preparatory School, and Youth Evaluation Service at ETSU. No fees are charged. Limited funds are provided by Greene County.

REQUIREMENTS

All offenses committed within Greeneville and Greene County by children under the age of 18 come under the jurisdiction of Greene County Juvenile Court. Annual case load before the court is about 400; however, the Juvenile officer sees approximately 1500 children a year for counseling and for working with parents.

REFERRAL

For application contact the Juvenile Judge or Juvenile Officer.

STAFF

Philip B. King, Juvenile Judge
Juvenile Officer — Position open at present

GREENE COUNTY LIBRARY

210 North Main Street – Greeneville, Tennessee 37743 – Phone 638-5034

PURPOSE AND PROGRAM

The Greene County Library houses a wide variety of books--reference section, children's books, biography, fiction and non-fiction, plus a limited number of large print books.

Books may be checked out for 3 week periods.

A number of framed prints are available for loan. They may be checked out for one month, and then renewed for a second month.

Some audio-visual equipment is available. A 16 mm. projector, film strip projector, tape cassette player, and record player may be checked out by civic groups and churches on a 24-hour basis. Sixteen mm. film can be obtained from the regional library.

The Library hours are as follows:

Monday	10:00 a.m. – 8:00 p.m.
Tuesday – Friday	10:00 a.m. – 5:00 p.m.
Saturday	10:00 a.m. – 4:00 p.m.
Sunday	2:00 p.m. – 5:00 p.m.

REQUIREMENTS

The library services are free to all Greeneville and Greene County residents. It is necessary to have a library card to check out books. The first library card will be given free on the completion of an application. If the card is lost a 50 cent replacement fee is charged. Over-due fines are 2 cents per day for children's books and 3 cents per day for adult books.

GREENE COUNTY SKILLS, INC.

Fairgrounds Road – Greeneville, Tennessee 37743 – Phone 639-5351

PURPOSE

The center provides activities for mentally retarded persons, 18 and over.

PROGRAM

The skills center provides a program of personal care and training from 8 a.m. to 4 p.m. in an approved community based facility. These services are provided for adults who are developmentally disabled and may include the following: educational and work activities including skills training, nutritional services, life enrichment activities, and counseling for the client and/or family. Transportation is provided.

REQUIREMENTS

Eligible persons from all over Greene County are served. No charge is made for these services.

STAFF

Jimmy Gillen, Director

GREENEVILLE EMERGENCY AND RESCUE SQUAD, INC.

P.O. Box 738 – West Church – Greeneville, Tennessee 37743 – Phone 638-3441
Emergency Phone Only – 638-3431 or 638-9441 – Business Phone

PURPOSE

This organization provides help in emergency situations in Greeneville and Greene county. They also serve in other areas at the request of rescue squads in neighboring counties.

PROGRAM

Manned by volunteers, the squad will provide rescue and first-aid services at the scene of automobile and other accidents, water recovery operation, and search operations. They provide fire protection to areas of the county that do not have volunteer fire departments, and will respond to a call for help from other fire departments.

Although they do not transport, they do provide back-up ambulance service through the Ambulance Authority. They transfer blood and organs between area hospitals. They provide oxygen and supply and maintain oxygen therapy equipment for patients in their homes.

The squad provides an emergency first-aid stand at football games and at other large gatherings in the area.

REQUIREMENTS

The services are available to anyone in the area. No charges are made for these services.

STAFF

Ronny Metcalfe, Squad Captain

GREENEVILLE–GREENE COUNTY HEALTH DEPARTMENT

11 E By-Pass at West Church Street – Greeneville, Tennessee 37743 – Phone 638-8184

PURPOSE

The purpose of the Greene County Health Department is to provide primaryhealthcare services. Available to medically indigent patients, these services include screening, diagnosis, patient education and treatment. Patients in need of specialized or followup care are referred to the proper providers.

Other programs such as Health Education and Environmental-Sanitation, in addition to all patient counseling services are available to everyone in the community.

PROGRAM AND REQUIREMENTS

In general, before patients may receive physician and physician's extendor services, dental services, laboratory, x-ray and other diagnostic services, and prescription medication from the pharmacy, they must be determined "medically indigent" according to the economic inventory questionnaire and coinciding income scale. These services are affordable through medicaid and/or medicare, sliding scales determined according to income, the services provided, and the fee for service pricing.

However, the general or basic nursing services–that is, patients seen by a Registered Nurse, a Licensed Practical Nurse or a Nurse's Aide–are available to all communtiy residents.

Specifically, the following nursing programs are broken down into patient eligibility:

Prenatal Services: available to all pregnant women in the community.

Child Health Services: available to all infants and children.

School Service: offered to preschoolers and all children enrolled in public schools. Immunizations against childhood diseases are administered free of charge as a preventive service.

Crippled Children's Service: for physically handicapped children from birth to age 21.

Tuberculosis Control: all T.B. cases in the community are eligible for this service.

Communicable Disease Control: available to individuals diagnosed with a chronic disease, such as arthritis, cancer or diabetes.

Home Nursing Service: available to anyone in the community, regardless of income. However, after the first visit, the private physician must request this service for his patient and submit the patient's nursing orders to the Health Department.

Family Planning Program: open to anyone in need of contraceptive services. Payment is determined according to the patient's gross monthly income, family size and type of visit.

REFERRAL AND STAFF

For more information on program services and requirements, contact:

Dr. C. D. Huffman, Director
Mary Snowden, Office Manager
Alma Godsey, Nursing Director
Constance Maher, Public Information Director
Kermit Cornwell, Environmental–Sanitation Director

GREENEVILLE NEIGHBORHOOD INFORMATION AND REFERRAL CENTER

712 Church Street – Greeneville, Tennessee 37743 – Phone 639-3681

PURPOSE AND PROGRAM

The center provides information on available services and programs, and refers persons for services for which they may be eligible. The center provides emergency assistance including limited transportation. The staff counsels with persons needing help whether it is for employment, economic development, housing, social services, or education. Help with applications for public assistance and food stamps is given.

REQUIREMENTS

No charges are made for these services, and they are available to anyone who may need them.

REFERRAL AND STAFF

Call the center at 639-3781. Contact persons are:
Mrs. Ezelle Gillespie, Director
Mrs. Adelle Haynes, Center Aide
Mrs. Billy Shelton, Center Aide.

HOLSTON METHODIST HOME, INC.

P.O. Box 188 – Greeneville, Tennessee 37743 – Phone 638-4171

PURPOSE

The objective is to prepare each child to live a full life as a useful citizen through constructive experiences gained in a treatment oriented group living situation. The staff subscribes to the philosophy that every child has a right to a home of his own and that separation from his parents should be used as a last resort. The agency takes responsibility for providing care for the child or youth away from his own home after efforts to create an opportunity for wholesome growth with his own family have failed. To quote The Mid-Century White House Conference of Children and Youth, "Each child has significance not because of what he may produce, not what he may do, but because of what he is, a child of God." One of the purposes of Holston Methodist Home is to give children and youth a feeling of personal worth and dignity, a belief that what they are and what they may become is important.

PROGRAM

WILEY CENTER is a social work oriented, residential treatment center for midly to moderately troubled children, ages 9-15.

BEWLEY CENTER is a residential program for trainable, retarded girls.

Holston Home operates a BOYS GROUP HOME, and GIRLS GROUP HOME. Teenagers 16 to 18 years old and needing to live outside their own home, but who are not appropriate for adoption or foster care, are placed in one of these homes. These are open settings with supportive casework and adult supervision in which young people have the opportunity to participate in community employment, attend local schools, develop independent living skills, and enjoy regular religious services.

Additional services include family aid, adoptive service, forty foster homes, services to unmarried parents, group homes, a Chaplaincy Program, and counselling services.

FEES

There are no set fees. Fees will be set according to the ability of the referring source to pay. Payment sources include AFDC funds, V.A. benefits, Social Security benefits, and personal accounts.

REFERRAL

All referrals should be made to the above address. It is advisable for the referral to be made by an agency (Dept. of Human Services, Welfare, Corrections, etc.) but any individual may call. A formal application must then be completed and a decision will be made. Arrangements will be made immediately.

STAFF

Rev. Harper Sasser, Executive Director

JOB SERVICE (EMPLOYMENT OFFICE)

117 N. Cutler Street – Greeneville, Tennessee 37743 – Phone 639-5103-04

PURPOSE

Job Service of Tennessee offers many opportunities on a variety of levels.

PROGRAM

The Youth programs currently offered are:

Summer Youth Program - A federally funded program designed to help disadvantaged youth find jobs through the summer.

Work Experience - Program designed for youth to gain work experience if they are still in school, or even if they aren't. Both in-school and out-of-school work programs are available.

On-The-Job Training Program - OJT consists mainly of an agreement or contract between Employment Security and various private sector employers to train unskilled people for possible permanent employment.

Youth Conservation Corps - One-year program for youth ages 16-22. Job Corps centers are in various regions of the Southeast, and the Participant is expected to reside in one of the centers throughout the training. Must be out of school, and have parental consent unless 18 years old.

Job Service also has information concerning the various Titles under CETA.

CETA stands for Comprehensive Employment Training Act. It was designed by an act of Congress to provide hard core unemployed people with temporary employment (usually about 1 year), until they can find full-time employment.

At no cost to the prospective employer or employee the Job Service Office supplies information concerning jobs available locally and throughout Tennessee. An Older Worker Program for people 55 and above is also offered.

REFERRAL

Anyone interested should contact the Job Service Office located at 117 N. Cutler Street, or call 639-5103-04

NOLACHUCKEY–HOLSTON AREA MENTAL HEALTH CENTER, INC.

P.O. Box 683 – Greeneville, Tennessee 37743 – Phone 639-1104

PURPOSE & REQUIREMENTS

Services are available to all residents of Tennessee with priority given to residents of Greene, Hawkins, and Hancock Counties. The Center is a private, non-profit agency. Clients are able to receive services on the basis of family size and income. Fees are based on a sliding fee scale.

PROGRAM & REFERRAL

Children and Youth Services: Comprehensive children and youth mental health services including diagnostic treatment, consultation, and placement skills. Children and youth are seen with their parents or guardians for an initial mental health evaluation. Staffing is then held to determine the nature of the problem and design a treatment program. Once a treatment program is initiated it is carried out in conjunction with the parents, referral source, and in other resources deemed necessary. Referrals are accepted from any source.

Other services include: information, education, and referral services, prescreening for inpatient care on a short term and long term basis, 24-hour emergency service, indigent medication provided for children needing medication whose family cannot afford it, home visit, aftercare, school consultations, foster parent courses, parenting workshops, child abuse evaluations, evaluations on youth fromJuvenile Court.

Alcohol and Drug Services: Information, education, and referral services, prescreening to determine need for in-patient or out-patient care, 24-hour emergency service, outpatient therapy including individual, group, family, collateral and chemotherapy when indicated, indigent medication provided

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for those who are eligible, home visits, aftercare. The Center has an Antabuse (Disulfiram Program). In order to qualify the individual must have been an inpatient at a Detox Center and attend weekly group meetings at the Center. Inpatient referrals for detoxification and rehabilitation services.

Twenty-four Hour Emergency Service: Information, screening, and referral services. After office hours calls are received by an answering service which refers the call to the professional staff member on duty. Calls are received by dialing 639-1104

Consultation, Education, and Preventive Services: Educate community to services provided, identify persons in need of services, to provide informational-consultation and educational services to any individual or group in the community. Foster parenting workshops, divorce adjustment workshops, community group for spouses of alcoholics, workshops on dealing with stress.

Transitional Services: Developing foster home resources for individuals who are institutionalized and capable of functioning in the community with support systems.

Out-Patient Services: Treatment services may consist of psychotherapy (examining problems and feelings in an effort to arrive at solutions), play therapy, chemotherapy (to help patients control symptoms), family therapy (an entire family meeting with a staff member to develop new ways of communication and relating), or marital counseling.

Geriatric Services: Diagnostic evaluations, (health evaluation, psychologicals, and psychiatric referrals), referrals for inpatient care, day care program, counseling, chemotherapy, recreational therapy, group therapy sessions, aftercare, home visits, information and educational services.

Day and Evening Treatment: (Partial Hospitalization) Day-hospital service as participating patients live at home and come to the Center between the hours of 10:00 a.m. and 3:00 p.m. on Monday-Friday. Evening Care offered two nights a week, 4:00 p.m. to 8:00 p.m. Services include occupational therapy, individual and group psychotherapy, recreational activities, chemotherapy, arts and crafts, home visits, and transportation.

Forensic Services: Related to competency evaluations and the mental status at the time of the alleged crime. Must be court ordered evaluations on competency to stand trial.

Inpatient Services: Provided by contract with Watauga Area Mental Health Center and Lakeshore in Knoxville.

PARKS AND RECREATION DEPARTMENT

Bernard Avenue – Greeneville, Tennessee 37743 – Phone 638-3143

PURPOSE

The Parks and Recreation Department is organized to provide year-round recreational services to the residents of Greeneville and Greene County.

PROGRAM

Spring and summer programs include Little League, Babe Ruth, and Connie Mack baseball for children, and men's & women's adult league softball. Summer playground programs are for children 6-14. Two swimming pools are maintained by the Recreation Department. Tennis lessons and tournaments are scheduled.

Fall and winter programs include Pee Wee and Midget football leagues; Training League, Jr. Varsity, Varsity, and High School league basketball for boys, and Junior and Senior basketball leagues for girls. Adult leagues in basketball and volley ball are offered for men and women.

REQUIREMENTS

To be eligible to participate one must either be a resident of or work in Greeneville or Greene County. There is no individual charge for participating in the recreational activities. There is a team entry fee for all sports.

REFERRAL

For more information call the Recreation Department at 638-3143.

STAFF

Mike Pierce, Director

PROJECT CHILD FIND

Tusculum College – Box 83 – Greeneville, Tennessee 37743 – Phone 639-2391, Ex. 5

PURPOSE

Project Child Find is a program developed to locate and identify Greeneville-Greene County children--from birth to five years of age--who are handicapped or developmentally delayed. This is being done through telephone and door-to-door surveys. Home Demonstration Clubs, PTA's, Youth Builders, and other volunteers are helping.

PROGRAM

Once the children have been identified a program will be written to meet their needs. Delivery of services should begin in September 1980.

REFERRAL AND STAFF

Contact Ms. Suzanne Bowman, Project Head, at 639-3751, Extension 5.

ROBY FITZGERALD ADULT CENTER

203 North College Street – Greeneville, Tennessee 37743 – Phone 639-3128

PURPOSE

The Roby Fitzgerald Adult Center offers a program and facility organized to meet the needs and interests of the over 55 population in Greene County.

PROGRAM

Program at the center is flexible since it is based on the interests of the participants. Recreation is provided by activities such as checkers, variety band, singing, friendly visiting, bingo, and tournaments in rook, horseshoe, pool, yard darts, and spelling bees. Classes are held in ceramics, oil painting, quilting, sewing, Bible study, and other subjects. A woodshop is available for use.

Senior citizens may pay their utility bills at the center. Information and referral services are available as well as contact with Legal Services of Upper East Tennessee when needed. Blood pressure checks are made, and the center cooperates with the American Cancer Society in their early diagnosis program.

Nutritional meals are available to citizens 60 and over at noon Monday through Friday for a small fee. Some meals are distributed to senior citizens who are unable to come to the center. Transportation is provided to and from the center.

The center co-sponsors with the Over 55 Fellowship Group the Greene County Fair Senior Citizen's Day. A concession stand at the waterfowl sanctuary is maintained.

REQUIREMENTS

Services are available to anyone 55 and over. One must be 60 or over to be eligible for the meals program. However, the spouse of an eligible person is also eligible even though the spouse may not yet be 60 years of age.

CONTACT AND STAFF

Mrs. Audrey Grubbs, Director
Mrs. Hannah Crum, Nutrition Meal Site Co-ordinator

SOCIAL SECURITY ADMINISTRATION

620 E. Bernard Ave. – Greeneville, Tennessee 37743 – Phone 639-1378

PURPOSE

The office is organized to assist persons residing in Greene or Hawkins County who are insured by social security funds, or who may be eligible for Supplemental Security Income (SSI).

PROGRAM

An individual can begin receiving retirement checks as early as 62; however the benefits will be permanently reduced if they are started at any time prior to age 65. An individual does not have to stop work completely to get social security benefits.

Disability benefits can be paid to a worker who becomes severely disabled before age 65. "Disability" is defined as the inability to engage in any substantial gainful activity because of a medically determinable physical or mental impairment which can be expected to result in death or which has lasted (or can be expected to last) for a continous period of at least 12 months. In addition to meeting this disability requirement, the individual must have worked 5 years out of the 10-year period just before the disability began.

Survivors benefits are paid to families of deceased individuals if the deceased was insured under social security.

Black lung benefits program provides for the payment of monthly cash benefits to coal miners, their widows or children. when it can be shown that the miner is totally disabled by pneumoconiosis which arose out of employment in coal mines. These benefits are financed from general revenues rather than from contributions to the Social Security Trust Fund.

The supplemental security income program (SSI) provides payments to needy individuals who are 65 or older or who are under 65 but blind and disabled. The definition of "Disability" for this program is the same as that stated for social security benefits, but there is no "insured status" requirement for the SSI program. This program is administered by the Social Security Administration, but is financed from general revenues rather than from contributions to the Social Security Trust Funds. The individual must meet certain income and resource requirements.

REQUIREMENTS

To qualify for Social Security, an individual must be insured. The basic requirement for insured status is that a person must have at least one quarter of coverage for each year after 1950 up to the year in which he attains age 63, dies, or becomes disabled. Being insured only means that the individual or family can receive checks. The amount of the check depends on the individual's average earning over a period of years. A family maximum exists on each case; however, and each member of the family receives a proportionate share of the maximum. This maximum is based strictly on the amount due from the worker; it is not determined by the needs of the family. For a complete list of family members who may receive benefits, consult the social security office.

Eligibility for SSI programs can be determined by personnel at the Social Security Office upon the presentation of evidence of family income and resources which fall within the guidelines of the program.

REFERRAL

If a person believes he may be eligible for either social security benefits or SSI, he should call the Social Security office, and reference to the proper person will be made based on the nature of the problem.

UPWARD BOUND

Tusculum College – Box 83 – Greeneville, Tennessee 37743 – Phone 639-2391

PURPOSE

Upward Bound is an educational program intended for high school students with financial need, who have the potential and desire to attend college or vocational school.

PROGRAM

The program helps prepare students for college by providing individualized tutoring, counseling, and the opportunity to take a variety of interesting courses. In addition, Upward Bound offers the possibility of participating in a number of cultural and recreational activities. Although Upward Bound is a serious academic program, it is also a lot of fun.

There are two phases to Upward Bound. In the Academic Phase students meet on Monday evenings from 6:30 to 9:30 p.m. Twenty sessions are scheduled throughout the school year. Students take various courses like algebra, English, and drama to improve their basic study skills. In the Summer Phase students live on the Tusculum campus for six weeks during the summer. They attend interesting classes during the day. Late afternoons and evenings, recreational and cultural activities are planned for the group. The finale of the summer program is a trip to Atlanta or Cincinnati.

REQUIREMENTS

If a student is in the tenth or eleventh grade and wants to continue his education after high school, Upward Bound can provide the academic assistance he needs to prepare him for college or vocational-technical school. Each applicant must complete an application to the program pending eligibility to Upward Bound. There is no cost to the applicant.

REFERRAL

Consult a high school guidance counselor, or see an Upward Bound counselor. More information can be obtained by calling 639-2391. The Upward Bound office is located in the basement of the Chapel/Fine Arts Building. Office hours are Monday through Friday 8:00 a.m. to 5:00p.m.

STAFF

Bruce Batts, Director
Judy Tower, Assistant Director
Pam Luttmers, Counselor
Linda Carlton, Counselor
John Thuren, Counselor

VOCATIONAL ADVANCEMENT PROGRAM (VAP)

Greeneville—Greene County Vocational Center – Route 3 – Greeneville, Tennessee 37743
Phone 638-6301 or 639-0152

PURPOSE

The Vocational Advancement Program is designed to help each student maximize his abilities to the fullest so that he may live a life that is meaningful to himself, his family, and society. The aim of the VAP is to assist students in developing the necessary skills, knowledge, and attitudes that will enable them to enter the world of work.

PROGRAM

The program is designed to equip students with independent living skills and develop employment skills.

Each student who completes the program will be able to take his/her place in society on a meaningful level. He will be capable of assuming the responsibilities that will be demanded in adult life. The following goals have been established for VAP students:

- develop appropriate work attitudes
- improve self-concept
- acquire job skills
- improve social skills with peers and adults
- develop those skills, knowledge, and attitudes that will allow the individual

- to become economically independent in adult life
- develop self-confidence
- develop positive attitudes toward work
- move into the Vocational Improvement Program
- perform skills and functions which are basic to successful home life (home maintenance and repair)

After students have received a sufficient amount of training to enable them to hold jobs, the placement coordinator will try to place them on jobs. It will be the duty of the placement staff to see that the instructional program fits the student for his/her job as nearly as possible. He/she will supervise students on the job so that she/he can determine the needs of the student and skills needed for the job.

One factor to consider when discussing the Vocational Advancement Program is the fact that many of the students are both handicapped and disadvantaged. Therefore, the program is designed to help students grow in emotional and intellectual maturity as they learn to function effectively in society. Another important goal of the program is to help children face and deal with problems.

REQUIREMENTS

Students must have completed the eighth grade and be promoted to one of the five local high schools. The program is an extension of the student's home base high school.

Students may be mentally retarded, hard-of-hearing, visually handicapped, seriously emotionally disturbed, crippled or otherwise health impaired. Students should have mastered the skills to read above the third grade level. All students should be potentially employable in a wage earning role.

Students must be selected by a multi-disciplinary team (M-Team) composed of counselor, principal, parents, school psychologist and other staff members. Older students (age 16-19) should be given preference as they are nearer employment age.

REFERRAL

Determination of student eligibility for VAP services is made on an individual basis. The multi-disciplinary approach is used to staff the students.

STAFF

Dr. Joyce Bales, Director of Special Programs in Vocational Education and
Vocational Curriculum Development
Jerry Renner, VAP—VIP Team Leader and VICA Adviser

VOCATIONAL IMPROVEMENT PROGRAM(VIP)

Greeneville–Greene County Vocational Center – Route 3 – Greeneville, Tennessee 37743
Phone 638-6301

PURPOSE

The Vocational Improvement Program is designed to help students overcome any difficulty that may be preventing them from making progress in a regular vocational class. It is designed to assist students in improving their self-concepts and in developing positive attitudes about life. The program is designed to provide learning experiences to help him/her attain basic skills in math and communications and for advancement in a regular vocational education program.

PROGRAM

Program emphasis is on the preparation of the individual to live independently and to successfully enter the world of work by helping him gain job entry-level skills and appropriate job attitudes. The program is designed to increase student awareness of community resources as well as his/her civic responsibilities.

The following goals were established for VIP students:

- Identify both strengths and weaknesses for each student and devise a meaningful program of study for him/her.
- Improve and apply reading skills.
- Develop oral and written communication skills.
- Improve and apply math skills.
- Improve social skills.
- Develop to one's fullest potential.
- Improve personal attitudes.
- Explore career opportunities.
- Develop a positive self-concept.
- Develop acceptable work attitudes.
- Improve job skills such as job interviews, job applications, etc.
- Develop citizenship awareness.
- Learn practical money management.
- Progress in a regular vocational education program.

REQUIREMENTS

To be eligible students may be considered disadvantaged in one or more of the following areas: (1) Academic disadvantages including low reading ability, difficulty with mathematics or communications (written or oral), consistent failure in one or more regular subjects, or one or more years below grade level for age: (2) Cultural disadvantages may result from conditions which have-caused the student to be isolated from the mainstream of society. Home conditions may not be conducive to study. Language barriers, family attitudes and hostilities toward schools may have created within the students a negative image of an education. Other existing circumstances may hinder the child's progress in school including broken homes, delinquency, poverty level subsistence and/or other conditions.

REFERRAL

Students should be selected by a multi-disciplinary team (M-Team) composed of counselor, principal, parents, school psychologist and other school staff personnel. Older students (age 16-19) should be given preference as they are nearer employment age. Priority should be given to those students who can profit from placement in a regular vocational education program. Students who are currently enrolled in a regular vocational program at the center are eligible for assistance through VIP.

STAFF

Dr. Joyce Bales, Director of Special Programs in Vocational Education and Vocational Curriculum Development
Jerry Renner, VAP–VIP Team Leader and VICA Adviser

VOCATIONAL JOB PLACEMENT GREENEVILLE–GREENE COUNTY SCHOOLS

Vocational Education Department – Union at Charles Street

Greeneville, Tennessee 37743 – Phone 639-5283

PURPOSE

The vocational job placement program is for students planning careers in all occupations either on a cooperative basis for credit in their vocational class, as work experience without credit, or as a full-time employee after graduation. It's primary purpose is to provide on-the-job training in the students's vocational subject area.

PROGRAM

A team approach involving the placement coordinator, counselors, instructors and the vocational director is used in the screening, selecting, placing, checking the progress of the student at work, and follow-up of the student.

Cooperative education is offered to qualified juniors and seniors at the Greeneville–Greene County Vocational School in all vocational offerings except cosmetology.

Industrial cooperative education is available at Greeneville High School.

Distributive education is provided at each county high school.

All of these permit the student to alternate study with work for credit and pay.

Work may range for 10 to 40 hours per week. Pay may vary from minimum wage to $6.00 per hour. Study is required for five hours each week. In this manner students may earn up to three credits per school year.

Students desiring work experience with pay outside of normal school hours are also assisted in finding work commensurate with financial need and their school requirements.

Education is given primary consideration and priority in all of the above work-study programs.

Graduates are assisted in finding jobs when application is made to any of the placement team.

Career opportunities for students are greatly enhanced by means of the co-op program. It develops actual job skills; provides a job that may lead to permanent employment; gives financial reward for work; improves social and work attitudes for job success; links school and work in a fully supervised and coordinated manner; and provides occupational exploration while still in school.

REQUIREMENTS

Students must be 16 years of age, show responsibility and maturity, be recommended by their counselor or instructor, maintain a good academic/vocational standard, have parental consent, and have transportation.

REFERRAL

Referral of the student to the vocational placement program normally begins with the instructor, but may begin with any member of the placement team. In the cooperative education program at the vocational school all students must have a favorable recommendation from their instructor before they can be accepted for placement in a co-op job.

JOB PLACEMENT COORDINATOR

J. Louis Byrd

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VOCATIONAL REHABILITATION

Vocational Rehabilitation Office – P.O. Box 3067 – Greeneville, Tennessee 37743
Phone 639-3423

Greeneville Rehabilitation Center – 307 Baileyton Road – Greeneville, Tennessee 37743
Phone 639-5148

PURPOSE

The ultimate objective of Vocational Rehabilitation is to provide employment for eligible handicapped individuals of working age.

PROGRAM

Many services are provided to assist the individual in reaching employability. Some services are based on economic need. Several categories of services include:

1. Diagnostic services including medical, psychological, educational, and vocational evaluations to determine an individual's vocational assets and limitations.
2. Medical treatment in an attempt to lessen or remove a disabling condition.
3. Training services including on-the-job, trade school, business school, college or other–as needed to reach the employment goal.
4. Counseling and guidance to provide direction and assist with problems.
5. Placement services which could include provision of tools and equipment.
6. Post-employment services to help the handicapped individual maintain employment.

REQUIREMENTS

Determination of eligibility for Voc. Rehab. services is made on an individual basis, taking into consideration the specific circumstances (medical, psychological, etc.) of each applicant. Basically, eligibility for services is based upon: (1) the presence of a physical or mental disability which results in a substantial handicap to employment; and (2) a reasonable expectation that VR services can benefit the individual in terms of employability.

REFERRALS

Any handicapped individual of working age may be referred for determination of eligibility. However, Vocational Rehabilitation services cannot be provided to students on the active school rolls. Students in their terminal year of school may be provided various evaluation and training services with written parental permission. Anyone may refer an individual by contacting any of the Voc. Rehab. Staff listed below. The name, address, age and nature of the disabling condition should be supplied.

STAFF

Jack R. Goan, Supervisor – Vocational Rehabilitation Office
William Edmonds, Counselor (Mentally retarded)–Voc. Rehab. Office
Andrew McAmis, Manager – Greeneville Rehabilitation Center
Edward Smith, Counselor (General Caseload) – Greeneville Rehab. Center

WEIGHT CONTROL PROGRAMS

Greeneville, Tennessee 37743

PURPOSE

Each club is organized to aid the member in a weight reduction program with special assistance in maintaining goal weight once it is reached.

PROGRAMS, FEES AND MEETING PLACES

Conway Diet Institute – The Conway weight plan consists of three elements: a 1000 calorie balanced diet; weekly educational seminar that deals with physical, nutritional and emotional causes of overweight; and a plan for permanently maintaining slimness. Members pay a $6 registration fee and $3.50 weekly seminar fee. Meetings are held at the Greeneville Mental Health Center, Holston Drive, Mondays, 6:30 p.m. For more information call 639-1104.

Tops (Take of Pounds Sensibly) – The TOPS Club does not have a diet plan, but suggests each member obtain one from his doctor. There are no paid lecturers; the members do their own programs and give moral support to one another. Members pay $9 state dues to join and a local fee of $1 a month. Meetings are held on Tuesday, 7 p.m. at the Luthern Reformation Church, Main and Charles Street.

Overeaters Anonymous – This group does offer suggested diet plans, but not the same one for all members. Using the same steps as AA's the members find the help they need to alter poor eating habits. The only requirement for membership is the desire to stop eating compulsively. There are no dues or membership fees. Meetings are held each Monday from 7 to 8 p.m. at the First Presbyterian Church, 110 North Main Street. For more information, call 638-5071.

Weight Watchers – The Weight Watchers plan consits of a balanced diet which members must follow, weekly lecture, and a weight maintainance program. Members pay a $5 registration fee and a $3.50 weekly lecture fee. Meetings are held on Thursdays 10:30 a.m. at the YMCA and at 6:00 p.m. at the Cumberland Presbyterian Church, 201 N. Main Street. For more information call Toll Free 1-800-624-8230

WELCOME WAGON

PURPOSE

Welcome Wagon is organized to help new residents get settled in the area by supplying information about community opportunities, shopping helps and other questions the new comer may have.

PROGRAM

The Welcome Wagon Hostess calls on the new resident bringing with her a friendly welcome to the community, facts that will save the new comer time and money, news about the special attractions in the community, and a basket of gifts for the family from the merchants in the area.

REQUIREMENTS

The Welcome Wagon Hostess will call on any new resident as long as she can be given clear instructions to the place of residence. County residents should call the Hostess and give these instructions to her.

STAFF

Hostess, Beatrice Harmon, Telephone 639-9644
Hostess, Jeannine Meade, Telephone 639-2526

YMCA OF GREENE COUNTY

P.O. Box 124 – Off E. Church Street – Greeneville, Tennessee 37743 – Phone 639-6107

PURPOSE

The basic objective of the Greene County Young Men's Christian Association is to aid in the development of Christian standards of living, conduct and life purpose in its members and constituency. In the attainment of this goal the YMCA seeks to promote the physical, mental and spiritual welfare of persons and to emphasize reverence for God, responsibility for the common good, respect for personality and the application of the Golden Rule in human relationships.

PROGRAM

The YMCA facilities include a fully equipped weight, steam, and dry heat room whirlpool, sun lamp, exercise machines, racquetball court, lockers, furnished soap/towels, and a recreation lobby. (Plans for March, 1980, include gym, indoor pool, men's and women's locker room, lounge, chapel, game room, nursery/craft room, fitness center, and additional racquetball courts.)

The following Youth Activities are offered: Soccer, "T" Baseball, Baseball, Swim Team, Ballet, Gymnastics, Tennis, Horseback Riding, Cheerleading, Baton, Model Rocketry, Wrestling, Tumbling, Disco, and Judo. Special events and camps are also held. For the current schedule, contact the YMCA.

Preschool Programs are scheduled as follows:

4-5 years, Playschool	Sept. – May (2 days a week)
2-3 years, Playschool	Sept. – May (2 days a week)
Fun Place (3-4years)	Offered quarterly (2 days a week)
Kinder GYM (4-5 years)	Sept. – May (1 day a week)

Adult Classes are offered in cake decorating, disco dance, self-defense, belly dancing, fitness classes, macrame, guitar, interior decorating, painting, needle point, crocheting, auto mechanics for women, racquetball classes, first aid, CPR, swimming instruction, sewing, banjo, and tennis.

FEES

Fees vary according to age and services desired.

REFERRAL

Contact the YMCA for the current schedule.

YOUTH EMPLOYMENT TRAINING AND JOB PLACEMENT PROGRAM CETA TITLE IV

Vocational Education Department – Union at Charles Street – Greeneville, Tennessee 37743
Phone 639-5283

PURPOSE

This program is devised to give guidance to the vocational student who may need special help in the process of decision making and preparation that will lead to the assumption of a role of economic independence and self-reliance in an adult world.

PROGRAM

This is a two-part program consisting of a transitional and a career employment experience. Both of these programs are developed to provide individual services to teach certain values such as punctuality, responsibility, and human relations as the student learns to work with other people and accept supervision.

The following objectives are included in the transitional phase of the program.

1. To provide an educational program designed to better prepare the student while he/she is in the "mainstream" of his/her education for entry into the "real world of work."
2. To make increased options visible to the student with regard to his preparation for entry into his desired occupation or career area.
3. To provide a program designed to equip young people with basic job survival skills and with training to help them get along with other people.
4. To provide the student with the guidance, counseling and instruction needed to develop his self-awareness and self-direction; to expand his occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.
5. To provide for the student a greater utilization and coordination of all community, state, and federal resources.
6. To provide a program to comply with Title IX regulations to eliminate sex stereotyping or bias.

The Career Employment experience provides the same services as the Transitional phase and adds the following:

1. Provides paid work and educational experience for potential school drop-outs who are experiencing financial problems which may prohibit continuing their formal education.
2. Provides paid work and educational experience for economically disadvantaged youth who have dropped out for financial reasons and who can return to school with the funds made available through this program.
3. Provides work that corresponds to the occupational objectives and in-school training of the participants, thus enhancing long range employment.
4. Provides these additional services:

a. Counseling including occupational information
b. Activities promoting transition from education to work
c. Occupational education and training information
d. Placement services
e. Job referral information through coordinated intake systems
f. Assistance in overcoming employment related sex stereotyping in job development, placement, counseling, and guidance.

REQUIREMENTS

The transitional services are provided for any vocational student to help him develop good work attitudes which will serve him throughout life. The career employment experience phase is provided for the disadvantaged or handicapped student.

REFERRAL

Students may be referred by any school personnel to one of the program coordinators. They will then be screened and their eligibility determined.

STAFF: PROGRAM COORDINATORS

Robert Moore, Greeneville City Schools, Phone 639-0571
Harold Patton, Greene County Schools, Phone 639-4194
Terry Nieves, Greene County Schools, Phone 639-4194

YOUTH INTERVENTION CENTER, INC.

501 Tusculum Boulevard – Greeneville, Tennessee 37743 – Phone 638-5291

PURPOSE

The Youth Intervention Center is a publicly supported non-profit organization designed to divert juveniles who are in danger of becoming involved in illegal activity. Through structured training and supervision the Center attempts to prevent the juvenile from behaving in a manner that would bring him or her into conflict with the correctional system.

PROGRAM

The Youth Intervention Center has several programs to meet the needs of juveniles in a variety of environments. The primary program provides for residential treatment for up to eight male status offenders between the ages of 11 and 17. This program offers structured supervision and programming of individual needs, coupled with parent training and counseling. Following the residential program is an after-care program to maintain acceptable behavior when the juvenile is returned to his family. Besides the residential program the Center also provides non-residential services to both male and female clients. These include contracting, counseling, and consultation.

REQUIREMENTS

The residential clients must be male and between the ages of 11 and 17. All clients for this program must also be committed by juvenile court, Department of Corrections, or Department of Human Services.

The non-residential clients may be male or female. Clients can be referred for services by anyone.

The Youth Intervention Center will determine the eligibility of all clients prior to placement or rendering any services.

The fees for residential treatment are based on parent or guardian's income or ability to pay. All agency placements are based on a set rate. There are no charges for non-residential treatment.

REFERRAL

The Youth Intervention Center accepts referrals for services within a sixty mile radius of Greeneville, Tennessee. First priority is given to referrals from within Greene County.

STAFF

Jon Hooper, Jennifer Mays, Robert Pearce

ENCLOSURE 4

Good News for Employers!

Targeted Jobs Income Tax Credit

If you employ cooperative education students, you may be entitled to a tax credit of 50 percent of the first $6,000 in wages paid during the first year of employment (maximum credit of $3,000 per employee) and 25 percent of the first $6,000 in wages paid during the second year of employment (maximum credit of $1,500 per employee). This is applicable to each cooperative education student-employee hired after November 27, 1979. First year wages on which you claim credit cannot exceed 30 percent of the total wages subject to Federal unemployment insurance taxes paid to your employees during the calendar year. This program is effective through December 31, 1981.

This tax credit applies to students above 16 and under 20 years of age who are in a jointly planned cooperative program between the high school coordinator and the employer, combining school, study and work with a written cooperative agreement and proper certification by the school program coordinator. Programs covered by Job Tax Credit include Distributive Education (D.E.), Industrial Cooperative Training (I.C.T. or T. & I.), or Cooperative Education (C.E.) from all courses at the vocational school.

Procedures for the job tax credit are outlined in the Revenue Act of 1978, as amended by the Technical Corrections Act of 1979, which was signed into law on April 2, 1980. A limited supply of this publication is available in the Employment Security Office or by calling I.R.S. toll free 1-800-342-8420. Another booklet, "Hire More Workers, Pay Less Taxes!", is also available at Employment Security.

To obtain this tax credit you should ask your student-employee's school coordinator to provide you with a completed "Certification of Youth Participating in a Qualified Cooperative Education Program". IRS Form 6199 of March 1979.

Upon completion of the certification, the coordinator will give the original of the form to the employer for filing income tax, utilizing Form 5884, Jobs Credit; with a copy to Dan B. Culton, Employment Security Office; and a copy will be retained in the coordinator's files.

Employers desiring assistance on this tax credit program are invited to call:

J. Louis Byrd
Placement Coordinator
Greeneville-Greene County Schools
639-0286
Greeneville-Greene County Vocational School
Route 3, Box 48
or
The Teacher-Coordinator of
the Student-Employee

FINAL EVALUATION REPORT

Greene County: An Exemplary Program In Vocational Education

Submitted By:

Don E. McNelly

Department of Vocational Education
University of Tennessee - Knoxville

Submitted to:

Floyd Sellers
Vocational Education Director
Greeneville - Greene County Tennessee

John Leeman
Assistant Commissioner
Vocational-Technical Education
200 Cordell Hull Building
Nashville, Tennessee

Research Coordinating Unit
132 Cordell Hull Building
Nashville, Tennessee

October 1979

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Conclusion. 11

Appendix A. A1-7

Appendix B. B1

Appendix C. C1

Appendix D. D1-4

Appendix E. E1-4

Final Evaluation Report

The exemplary program at Greeneville-Greene County has matured into a most impressive program. All of the objectives have been attained during the second year. Several new areas are being implemented during the third and final year which should enable the program to be even more effective.

Mr. Sellers and staff are to be highly commended for successfully bringing all areas into maximum efficiency in such a short time. The respective school systems are also to be commended for allowing Mr. Sellers and staff the necessary administrative support. Exemplary programs must be housed in systems such as these to enable experimentation, modifications and adjustments to help bring about an effective innovative program.

A variety of questionnaires were constructed to secure data from a variety of publics and which tie in directly with the objectives of the program. Data were secured from employers, faculty, current students and graduates. All of the data from the questionnaires were analyzed by the computer at UT. Some elements were cross tabulated to enable interested readers to pursue deeper insight into the impact of the program.

The impact of the program has been measured to some extent. Time after time the majority of the students indicated they could not have achieved as effectively without the exemplary program. The same indicators were in evidence from the vocational teachers and employers.

In addition to meeting its stated objectives, the program produced two attractive handbooks, one for employers and one for teachers and students. These handbooks are not included in this report because of their size. They are professional and deserve special recognition all on their own.

The overall objective of the program is to provide a full range of vocational guidance, placement and follow-up services to the schools for the benefit of the students in the Greene County School System.

Specific objectives are:

I. To assure the opportunity for all students to gain on entry level marketable skill prior to leaving school.

II. To provide all vocational students completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

III. To provide services for placing every graduating senior in the next step of his vocational development whether it be employment or further education.

IV. To build the vocational programs utilization and coordination of all community resources.

V. To increase the educational and vocational options available to all students through a flexible vocational education program which facilitates entrance and re-entrance either into the "world of work" or the educational system.

VI. To provide a vocational information service to all students and educators.

VII. To unify all placement efforts around a vocational development theme based on each individual student's life goals.

VIII. To provide a program to comply with Title IX regulations in an effort to eliminate sex-sterotyping or bias.

Rather than discuss each objective separately, the report is divided into sections. Each section is by source of data and does contain information about the objectives as it relates to them personally. The sections are Employer Follow-Up, Follow-Up of Graduates, Job Placement, Student Appraisal of the Guidance Placement Program and Faculty Appraisal of the Guidance Placement Program.

Employer Follow Up

The employers of the vocational education students in Greeneville and Greene County were contacted for comparative evaluative data. The information was recorded on a form developed by the evaluator. The form and appropriate tables are in Appendix A. The information was computer analyzed for greater indepth analysis for those interested in specific impact information of the program. Some of the questions were cross tabulated and the data are also available in table form in Appendix A.

A larger percent of the employers had employed high school students before, ninety-three percent (93%). Eighty-six percent (86%) of the employers had employed vocational education high school students before but sixty-two percent (62%) would not have known about the student without the placement program. Fifty percent (50%) of the employers stated they would have hired the student wihtout the assistance of the placement office while the remainder would not. The program success can be indirectly measured by the large percent, ninety-eight (98%) that stated they would request another vocational education student.

In comparing the vocational education students to the average employee, the vocational students did real well. Sixty-four percent (64%) of the employers felt the vocational students required less training time and sixty-seven percent (67%) felt the training costs were less for the vocational education students compared to the average employee. At the same time, sixty-nine (69%) of the employers felt the training time was about the same for vocational education students as for other beginning employees from high school. The remaining thirty-one percent (31%) felt the training time was less. Seventy-four percent (74%) of the employers felt the training costs were about the same for vocational education students as for other beginning employees from high school. Twenty-six percent (26%) felt the training cost for vocational students was less than the training costs for other beginning employees from high school.

The quality of work of the vocational students rated sixty percent (60%) above other students without vocational education. The remainder rated the quality of work the same.

Follow-Up of Graduates

The 1978 graduates of the Greeneville and Greene County schools were contacted for the follow-up study. An extensive system by system is available in Appendix B for more detailed analysis. Of the students enrolled in vocational education in Greene County, one year following graduation sixty-eight percent (68%) were employed. Twenty-three percent (23%) were continuing their education or in the military service. Of those not working five percent (5%) were listed as full time homemakers while only three percent were truly unemployed. One percent fell into the miscellaneous category.

The graduates that had their vocational education at the vocational school were different from the county and city. A most impressive eighty-four percent (84%) were gainfully employed. Seven point five percent (7.5%) continued their education or entered military service. Of those

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listed as unemployed, two point five percent (2.5%) were listed as homemakers and only five percent (5%) were without jobs. Again one percent (1%) fell into the miscellaneous category.

The graduates from Greeneville city that took vocational education were not as high in the employed category as the county average or those from the vocational school. Fifty-six percent (56%) of the graduates were employed. A high percent of thirty-seven (37%) were reported continuing their education. They also had the highest percentage of unemployed at seven percent (7%).

None of the above unemployment figures are bad; in fact, they are much below the national average for youth just out of high school. The youth are traditionally double the national average of unemployed. With all things being considered, the employment percentages are very good as are the low percent of unemployed.

Job Placements

This area of the exemplary program is most impressive. A total of four hundred seventy-four Greeneville-Greene County students were placed into employment. A coordinated comprehensive effort was orchestrated through the program which enabled the vocational teachers to identify and cooperate with the program. See Appendix C for a complete summary of the program for the 1978-79 school year,

The comprehensive effort brought together the direct placements by the staff funded by the RCU. This accounted for one hundred eighty-two (182) total placements which was thirty-eight percent (38%) of the total placed. The second largest category was the placements by other cooperative teacher coordinators which includes Health, Home Economics, Distributive Education and Industrial Education. One hundred seventy-nine (179) were placed into employment by this second category which accounted for thirty-seven percent

(37%) of the total placed. Of the remaining, CETA placements, including summer accounts for seventeen percent (17%) and thirty-one was in work study to complete those placed.

Student Appraisal of the Guidance Placement Program

Students taking vocational education were requested to complete a questionnaire that was designed to provide data pertaining to their perceptions about the guidance placement program. The questionnaire and tables are in Appendix D. Some of the responses for each question may not add up to 100% which is due to some students not responding to all items.

Sixty-two percent (62%) of the students stated they did receive assistance in selecting programs by the guidance placement staff. Fifty-five percent (55%) felt the assistance was of value in helping them to decide about selecting vocational programs. Thirty-four percent (34%) of the students indicated they could not have made the proper program decision without the guidance placement program.

The efforts by the job placement coordinator were perceived as helpful. Eighty-five percent (85%) of the students stated the job placement coordinator had assisted them in gaining knowledge about the world of work. Thirty-eight (38%) of the students stated the above information was not available before being assisted by the job placement coordinator. Fifty-six percent (56%) of the vocational students felt they would not have gained the necessary knowledge about the world of work without the job placement coordinator.

A very strong eighty-three percent (83%) of the students indicated they would not have been able to make an informed career decision without the guidance placement program. Sixty-six percent (66%) of the students felt the information about sex stereotyping was adequate. At the same time, forty-seven percent (47%) of the students stated they had not been provided information about eliminating sex stereotyping.

Seventy-nine percent (79%) of the vocational students were aware of other students placed into employment by the guidance placement program. This percentage should go up even more during the next evaluation measure. Over half or fifty-five percent (55%) of the students sought assistance in securing job information. Of those that sought help, ninety-five percent (95%) indicated the assistance was helpful. Fifty-eight percent (58%) of the students sought assistance in securing employment through the guidance placement program. Of those that sought the assistance, a very high percent, ninety-four percent (94%) indicated the assistance was helpful. Forty-two percent (42%) of the vocational students sought information about more education. Again, a very high percent, ninety-two percent (92%) felt the information was helpful.

The percentages varied in question fourteen as to the guidance placement program enabling the students to become more familiar with the items mentioned. The range went from a low of fifty-five percent (55%) becoming more familiar with employment agencies to a high of eighty percent (80%) becoming more familiar with job descriptions.

A wide range of percentages were found in question fifteen which asked the students if they would have gained the information provided by the guidance placement program from other sources. Business in the community was the highest with sixty-eight percent (68%) and the lowest was forty percent (40%) which was learning about entry level skill requirements.

Faculty Appraisal of Guidance Placement Program

An instrument was designed and data were secured from the vocational education faculty pertaining to their perceptions of the guidance placement program. The instrument and appropriate tables are in Appendix E for more indepth analysis.

All of the faculty members were aware of the program, and ninety-three percent (93%) felt the services provided were needed by the students. Over half of the vocational instructors or fifty-four percent (54%) stated they would not have provided the services on their own without the assistance of the program. Seventy-four percent (74%) felt their students were making better informed career decisions as a result of the guidance placement program. To add further insight into the career decisions of the students, ninety-six percent of the faculty felt their students could not make a better decision without the program. Seventy-four percent (74%) stated they would advocate local funding in the event the guidance placement program did not receive special state funding. Practically all of the vocational teachers, ninety-four percent (94%) stated they had received information and materials about the program.

The extent of the information helping vocational teachers to change their minds is convincing. Three-fourths of the vocational teachers stated their opinions had not been changed but twenty-two percent (22%) indicated otherwise. More people responded to the qualifying for or against vocational education than had in the previous question. More people indicated their minds had been changed for vocational education than had responded yes in item number eight.

The vocational teachers were convinced that their students had benefitted from the guidance placement information provided. Eighty-three percent (83%) of the faculty indicated their students had benefitted.

One of the sub goals of the program was to help bring about constructive changes in courses as a direct result of the program. To some extent this goal has been met. Thirty-seven percent (37%) of the vocational teachers stated they were aware of course content changes that were the result of information provided by the guidance placement program.

Another minor objective as to provide information about sex stereotyping in helping to eliminate this problem. Eighty-nine percent (89%) of the vocational teachers responded that they had received information about the federal law in eliminating sex stereotyping. A smaller percentage, sixty-five percent (65%) responded they were aware of the students receiving information about the federal law in eliminating sex stereotyping. Eighty-seven prercent (87%) of the vocational teachers reported, yes, teachers had been provided information about the federal law in eliminating sex stereotyping. Forty-six percent (46%) of the vocational teachers stated they would not have provided the federal law information in eliminating sex stereotyping without the assistance of the guidance placement program.

Eighty percent (80%) of the vocational teachers were aware of students being placed into employment by the guidance placement program. In terms of information being provided to students, the percentages varied according to category: On job descriptions seventy-four percent (74%), entry requirements for local employment sixty-five percent (65%) and local occupational opportunities eighty percent (80%). The vocational teachers were aware of one area more than the others. This perception may be due to the amount of excitement and interest given to local occupational opportunities.

The vocational teachers perceptions of the information provided to the counselors also varied from one category to the other: Job Descriptions seventy-eight percent (78%), Entry level employment requirements sixty-nine percent (69%) and Local occupational opportunities seventy-six percent (76%). The responses by the vocational teachers do show a small increase in information and services being provided the students that was not available to the students before the establishment of the guidance placement program. Twenty-two percent (22%) stated job descriptions were not provided before. Thirty-three percent (33%) stated local occupational opportunities were not provided before the guidance placement program.

About half of the vocational teachers felt information was being provided to counselors before the establishment of the guidance placement program. The percentages varied from one category to the other: job description fifty-two percent (52%), entry level employment fifty percent (50%) and local occupational opportunities at forty-six percent (46%).

A large percent of the vocational teachers seventy percent (70%) felt more students were being placed into employment as a result of the guidance placement program. Twenty-four percent (24%) felt the students being placed into employment was the same as before the guidance placement program. The services provided to students pursuing further education was also increased as a result of the guidance placement program. Fifty-seven percent (57%) of the vocational teachers felt the services were more than what was available before. Thirty-seven percent (37%)

felt the services were about the same.

Another objective was to help bring about a greater utilization of community resources. Eighty-five percent (85%) of the vocational teachers were aware of community resources being utilized to a greater extent by the vocational program than before the establishment of the guidance placement program.

Conclusion

The task team concept is functioning very well in bringing about a comprehensive guidance and placement program for the Greeneville and Greene County Schools. The evidence collected does, without a doubt, enable this evaluation to say, they have attained their objectives. Other systems throughout Tennessee should look seriously at this program if they want a truly effective and efficient guidance placement program. The program's successes to date also enables the evaluator to say this exemplary program does provide comprehensive vocational education services that merits replicating.

APPENDIX A

VOCATIONAL EDUCATION PLACEMENT PROGRAM ASSESSMENT

Effort is currently in progress to evaluate the effectiveness of the placement program. ______________________________ has listed your firm as their employer. Please provide the information requested. No firm names or individual names will be reported. The only information that will be disseminated will be in statistical form.

1. Have you hired high school students before? Yes ( ) No ( )

2. Have you hired students from high school vocational education programs before? Yes ( ) No ( )

3. Would you have known about the above named student without the assistance of the placement coordinator? Yes ( ) No ( )

4. Would you have hired the above named student without the assistance of the placement coordinator? Yes ( ) No ( )

5. Will you request another vocational education student for employment when the next proper opening occurs? Yes ( ) No ( )

   If your response to statement five was no, please state your reason or reasons:

   ____

   ____

6. In your opinion did the above named employee's training in vocational education decrease:

   a) The average employee training time? Yes ( ) No ( )
   b) The average employee training costs? Yes ( ) No ( )

7. a) Was the training time about the same for the above named vocational education student as for other beginning employees from high school? Yes ( ) No ( )

   b) If no, less__________________ or more______________________.

8. a) Was the training costs about the same for the above named vocational education student as for other beginning employees from high school? Yes ( ) No ( )

   b) If no, less__________________ or more______________________.

9. How would you rate the quality of work of the above named employee to others without the vocational high school training. (Select only one.)

   a) above, b) below, c) about the same.

EMPLOYER FOLLOW UP

GREENE COUNTY N = 42

Question No.	YES		NO		MISSING
	No.	Percent	No.	Percent	
1.	39	92.9	3	7.1	
2.	36	85.7	6	14.3	
3.	14	33.3	26	61.9	2 4.8%
4.	21	50.0	19	45.2	
5a.	41	97.6	1	2.4	
b.					
6a.	27	64.3	12	28.6	3
b.	28	66.7	11	26.2	7.1%
7a.	29	69.0	13	31.0	
b.			Less = 13		
8a.	31	73.8	11	26.2	
b.			Less = 9		
9.	Above = 25 Same = 17	59.5% 40.5%			

GREENE COUNTY Q1

N = 42

QUESTION	YES 39 92.9				No 3 7.1			
	YES		NO		YES		NO	
2.	36	92.3	3	7.7	0	0.0	3	100
3.	13	35.1	24	64.9	1	33.3	2	66.7
4.	19	5.14	18	48.6	2	66.7	1	33.3
5.	38	97.4	1	2.6	3	100	0	0.0
6a.	25	69.4	11	30.6	2	66.7	1	33.3
b.	26	72.2	10	27.8	2	66.7	1	33.3
7a.	27	69.2	12	30.8	2	66.7	1	33.3
8a.	29	74.4	10	25.6	2	66.7	1	33.3
	Above = 23		59.0		Above = 2		66.7	
	Below = 0		0.0		Below = 0		0.0	
	Same = 16		41.0		Same = 1		33.3	

Greene County
N= 42

Q2

QUESTION	Yes 36 85.7%				No 6 14.3%			
	YES		NO		YES		NO	
1.	36	100	0	0.0	3	50.0	3	50.0
3.	11	31.4	24	68.6	3	60.0	2	40.0
4.	16	47.1	18	52.9	5	83.3	1	16.7
5.	36	100	0	0.0	5	83.3	1	16.7
6A.	25	73.5	9	26.5	2	40.0	3	60.0
6B	26	76.5	8	23.5		40.0		60.0
7A	24	66.7	12	33.3	5	83.3	1	16.7
8A	26	72.2	10	27.8	5	83.3	1	16.7
9	Above = 21 Below = 0 Same = 15		58.3 0.0 41.7		Above = 4 Below = 0 Same = 2		66.7 0.0 33.3	

GREENE COUNTY Q3

N = 42

QUESTION	YES 14 33.3				NO 26 61.9			
	YES		NO		YES		NO	
1.	13	92.8	1	7.1	24	92.3	2	7.7
2.	11	78.6	3	21.4	24	92.3	22	7.7
4.	11	78.6	3	21.4	9	36.0	16	64.0
5.	13	92.9	1	7.1	26	100	0	0.0
6a.	7	53.8	6	46.2	20	80.0	5	20.0
b.	8	61.5	5	38.5	20	80.0	5	20.0
7a.	12	85.7	2	14.3	15	57.7	11	42.3
8a.	12	85.7	2	14.3	17	65.4	9	34.6
9.	Above = 7		50.0		Above = 17		65.4	
	Below = 0		0.0		Below = 0		0.0	
	Same = 7		50.0		Same = 9		34.6	

Greene County
N=42

Q.4

Question	Yes 21 500				No 19 47.5			
	YES		NO		YES		NO	
1.	19	90.5	2	9.5	18	94.7	1	5.3
2.	16	76.2	5	23.8	18	94.7	1	5.3
3.	11	55.0	9	45.0	3	15.8	16	84.2
5.	20	95.2	1	4.8	19	100.0	0	0.0
6A.	10	52.6	9	47.4	16	84.2	3	15.8
6B.	11	57.9	8	42.1	16	84.2	3	15.8
7A.	17	81.0	4	19.0	11	57.9	8	42.1
8A.	17	81.0	4	19.0	13	68.4	6	31.6
9.	Above = 10 Below = 0 Same = 11		47.6 0.0 52.4		Above = 14 Below = 0 Same = 5		73.7 0.0 26.3	

Greene County
N = 42

Q.5

QUESTION	Yes 41 97.6				No 1 2.4			
	YES		NO		YES		NO	
1.	38	92.7	3	7.3	1	100	0	0.0
2.	36	87.8	5	12.2	0	0.0	1	100
3.	13	33.3	26	66.7	1	100	0	0.0
4.	20	51.3	19	48.7	1	100	0	0.0
6A	27	71.1	11	28.9	0	0.0	1	100.0
6B.	28	73.7	10	26.3	0	0.0	1	100.0
7A.	28	68.3	13	31.7	1	100.0	0	0.0
8A.	30	73.2	11	26.8	1	100	0	0.0
9	Above = 25 Below = 0 Same = 16		61.0 0.0 39.0		Above = 0 Below = 0 Same = 1		0.0 0.0 100.0	

APPENDIX B

Follow - Up
1978 Vocational Graduates
Greeneville - Greene County Schools

	Chuckey Doak	North Greene	South Greene	West Greene	County Average	Greeneville	Vocational School
Employed:							
As trained	29 42%	20 29%	22 35%	20 49%	91 38%	39 37%	67 41%
Other business	19 28%	21 31%	22 35%	5 12%	67 28%	20 19%	53 34%
Agriculture	2 3%	2 3%	0	1 3%	5 2%	0	9 6%
Technical School	2 3%	4 7%	2 3%	0	8 3%	0	4 2.5%
College	12 17%	10 15%	10 16%	10 24%	42 17%	38 37%	3 2%
Military Service	1 1.5%	1 1%	4 6%	0	6 3%	0	5 3%
Unemployed:							
Homemaker	3 4%	7 10%	0	3 7%	13 5%	0	4 2.5%
Other	1 1.5%	3 4%	3 5%	0	7 3%	7 7%	8 5%
Miscellaneous	0	0	0	2 5%	2 1%	0	1 1%
Total = 100%	69	68	63	41	241	104	157

APPENDIX C

Enclosure 2

JOB PLACEMENT

Greeneville-Greene County Schools

Cumulative Report for the 1978-79 School Year

June 30, 1979

Placed by Research Coordinating Unit (RCU)		
* Cooperative Education, placements related to vocational school class	37	
* Work experience with pay	90	
* Distributive Education, Co-Op.	33	
* Industrial Cooperative Training.	2	
* Graduates.	20	
TOTAL.		182
Other Cooperative Teacher/Coordinator Placements		
* Health Occupations Education, Co-Op.	16	
* Vocational Home Economics, related work experience without pay	19	
* Distributive Education, Co-Op.	88	
* Industrial Cooperative Training.	56	
TOTAL.		179
Other Placements		
CETA: County.	25	
City.	27	
TOTAL.		52
Work/Study: County.	31	
CETA Summer Vocational Classes	30	61
GRAND TOTAL PLACEMENTS.		474

APPENDIX D

GREENE COUNTY

STUDENT APPRAISAL OF GUIDANCE-PLACEMENT PROGRAM

This questionnaire is designed to secure information about the Guidance-Placement Program. Please respond to each statement. There are no right or wrong answers. The information provided will be incorporated into the total evaluation of the program.

	Yes	No
1. Were you given any assistance in selecting programs by the guidance-placement program staff?	( )	( )
2. Was this assistance by the guidance-placement staff of value to you in your decisions about selecting vocational programs?	( )	( )
3. Could you have made the proper decision about program selection without the assistance of the guidance-placement staff?	( )	( )
4. Did the job placement coordinator assist you to gain knowledge about the world of work?	( )	( )
5. Was the information about the world of work available to you before being exposed to the information furnished by the job placement coordinator?	( )	( )
6. In your opinion, do you feel you would have gained the necessary knowledge about the world of work without the assistance of the job placement coordinator?	( )	( )
7. Do you feel students could make better informed career decisions without the guidance-placement program?	( )	( )
8. Do you feel the information provided to students was adequate pertaining to the Federal law in eliminating sex stereotyping?	( )	( )
9. Has the guidance-placement program provided information to you about the Federal law in eliminating sex stereotyping?	( )	( )
10. Are you aware of any students that have been placed into employment by the guidance-placement program?	( )	( )
11. Did you seek assistance in securing job information from the guidance-placement program?	( )	( )
If yes, was the results ____a) Helpful ____b) Not helpful		
12. Did you seek assistance in securing employment from the guidance-placement program?	( )	( )
If yes, was the results ____a) Helpful ____b) Not helpful		
13. Did you seek information about more education?	( )	( )
If yes, was the results ____a) Helpful ____b) Not helpful		

14. Did the guidance-placement program enable you to become more familiar with the following?

	Yes	No
a) businesses in the community	( )	( )
b) employment agencies	( )	( )
c) other educational programs	( )	( )
d) local employment opportunities	( )	( )
e) entry level skill requirements	( )	( )
f) vocational program courses	( )	( )
g) placement opportunities	( )	( )
h) job descriptions	( )	( )

15. In your own opinion, would you have gained the information provided by the guidance-placement program from other sources about the following?

	Yes	No
a) businesses in the community	( )	( )
b) employment agencies	( )	( )
c) other educational programs	( )	( )
d) local employment opportunities	( )	( )
e) entry level skill requirements	( )	( )
f) vocational program courses	( )	( )
g) placement opportunities	( )	( )
h) job descriptions	( )	( )

1978-79 Greeneville-Greene County Student Appraisal of Guidance Placement Program.*

Item Number	Yes		No	
	Number	Percent	Number	Percent
1	72	62.1	44	37.9
2	64	55.2	51	44.0
3	77	66.4	39	33.6
4	98	84.5	18	15.5
5	71	61.2	44	37.9
6	49	42.2	65	56.0
7	18	15.5	96	82.8
8	77	66.4	31	26.7
9	54	46.6	55	47.4
10	92	79.3	23	19.8
14A	90	77.6	23	19.8
14B	64	55.2	48	41.4
14C	69	59.5	42	36.2
14D	91	78.4	21	18.1
14E	76	65.5	36	31.0
14F	76	65.5	36	31.0
14G	85	73.3	27	23.3
14H	93	80.2	19	16.4
15A	79	68.1	33	28.4
15B	63	54.3	48	41.4
15C	62	53.4	48	41.4
15D	63	54.3	48	41.4
15E	46	39.7	64	55.2
15F	65	56.0	47	40.5
15G	52	44.8	59	50.9
15H	67	57.8	44	37.9

*Will not always add up to 100% because some respondents failed to respond to all appropriate sections.

Greeneville-Greene County Student Appraisal of Guidance Placement Program.

Item Number	Yes		No	
	Number	Percent	Number	Percent
11	64	55.2	50	43.1
Helpful	60	95.2		
Not Helpful	3	4.8		
12	67	57.8	47	40.5
Helpful	59	93.7		
Not Helpful	4	6.3		
13	49	42.2	66	56.9
Helpful	46	92.0		
Not Helpful	3	8.0		

APPENDIX E

GREENEVILLE GREEN COUNTY

This questionnaire is designed to systematically secure information pertaining to the Guidance-Placement Program funded by the Tennessee Research Coordinating Unit. Please respond to each statement. There are no right or wrong answers. The informatio provided will be incorporated into the total evaluation of the program.

		Yes	No
1.	Are you aware of the special guidance placement program	( )	( )
2.	Do you feel the services they are providing are needed by the students?	( )	( )
3.	Would you have provided the services on your own without the assistance of the funded program?	( )	( )
4.	Do you feel your students are making better informed career decisions as a result of the guidance-placement program?	( )	( )
5.	Do you feel your students could make better informed career decisions without the guidance-placement program?	( )	( )
6.	In the event the guidance-placement program would not receive special state funding, would you advocate the funding from local sources?	( )	( )
7.	Have you been provided with information and materials about the guidance-placement program?	( )	( )
8.	Has this information caused you to change your opinion about vocational education?	( )	( )
9.	If yes, please briefly state in which way:		
	a) For vocational education	( )	( )
	b) Against vocational education	( )	( )
10.	Do you feel your students have benefited from the guidance-placement information provided you?	( )	( )
11.	Are you aware of any course content changes that have been made in school courses that are the result of information provided by the guidance-placement program?	( )	( )
12.	Has the guidance-placement program provided information to you about the federal law in eliminating sex stereotyping?	( )	( )
13.	Has the guidance-placement program provided information to your students about the federal law in eliminating sex stereotyping?	( )	( )
14.	Has the guidance-placement program provided information to the teachers about the federal law in eliminating sex stereotyping?	( )	( )
15.	Would you have provided the federal law information in eliminating sex stereotyping without the assistance of the guidance-placement program?	( )	( )

	Yes	No
16. Are you aware of any students that have been placed into employment by the guidance-placement program?	( )	( )
17. Are you aware of the following information being provided to students by the guidance-placement program?		
a) Job description	( )	( )
b) Entry level employment requirements	( )	( )
c) Local occupational opportunities	( )	( )
18. Are your aware of the following information being provided to counselors?		
a) Job description	( )	( )
b) Entry level employment	( )	( )
c) Local occupational opportunities	( )	( )
19. Was the following information provided to students before the establishment of the guidance-placement program?		
a) Job descriptions	( )	( )
b) Entry level employment	( )	( )
c) Local occupational opportunities	( )	( )
20. Was the following information provided to counselors before the establishment of the guidance-placement program?		
a) Job description	( )	( )
b) Entry level employment	( )	( )
c) Local occupational opportunity	( )	( )

21. In your opinion, do you feel that the number of students placed into employment as a result of the guidance-placement program has been: (select only one response).

_____a) More than before _____b) About the same _____c) Less than before

22. In your opinion do you feel that the services provided by the guidance-placement program to students pursuing further education has been: (select only one response).

_____a) More than before _____b) About the same _____c) Less than before

outsi-

23. Are you aware of community responses being utilized to a greater extent by the vocational programs than before the establishment of the guidance-placement program?

Yes ( ) No ( )

1978-79 Greeneville-Greene County Faculty Appraisal of Guidance Placement Program.*

Item Number	Yes		No	
	Number	Percent	Number	Percent
1	46	100		
2	43	93.5		
3	17	37.0	25	54.3
4	34	73.9	8	17.4
5			44	95.7
6	34	73.9	11	23.9
7	43	93.5	3	6.5
8	10	21.7	35	76.1
9 For	11			
Against	3			
10	38	82.6	6	13.0
11	17	37.0	28	60.9
12	41	89.1	5	10.9
13	30	65.2	13	28.3
14	40	87.0	3	6.5
15	24	52.2	21	45.7
16	37	80.4	9	19.6
17 Job Descr.	34	73.9	10	21.7
Entry Req.	30	65.2	12	26.1
Local Jobs	37	80.4	7	15.2
18 Job Descr.	36	78.3	8	17.4
Entry Req.	32	69.6	9	19.6
Local Jobs	35	76.1	8	17.4
19 Job Descr.	29	63.0	10	21.7
Entry Req.	26	56.5	14	30.4
Local Jobs	25	54.3	15	32.6

*Will not always add up to 100% because some respondents failed to respond to all appropriate sections.

Greeneville-Greene County
Faculty Appraisal of Guidance Placement Program.

Item Number	Yes		No	
	Number	Percent	Number	Percent
20 Job Descr.	24	52.2	11	23.9
Entry Req.	23	50.0	11	23.9
Local Jobs	21	45.7	13	28.3
21 More	32	69.6		
Same	11	23.9		
Less	2	4.3		
22 More	26	56.5		
Same	17	37.0		
Less	2	4.3		
23	39	84.8	6	13.0

GREENE COUNTY GUIDE BOOK
FOR
GUIDANCE, PLACEMENT, AND FOLLOW UP PROGRAM

by
June Sellers
Guidance and Placement Coordinator

An Exemplary Program
in
Vocational Education
Funded Under the Vocational Educational Amendment of 1976
Public Law 94-E77-2

Greene County School System
Howard McNeese, Superintendent
Floyd Sellers, Director of Vocational Education

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INTRODUCTION TO PROGRAM

The purpose of the program will be to offer guidance, placement and follow up services to all vocational students in the Greene County School System. The tasks involved in this program will include work with school administrators, teachers within each craft area, high school guidance counselors, area employers and craft advisory committees. Such tasks and/or services will be provided by a qualified and certified counselor-placement coordinator. By utilizing the "placement team" approach, it is hoped that many of the tasks involved in the program can still be carried on even if the coordinator cannot be retained at the end of the project period. This is especially true of the craft teacher in his/her vocational area. It is frequently believed by administrators that the best counselor is the classroom teacher--the person who will best know the student. Thus, the endeavor will be to reorientate teachers, counselors and administrators to the need for and the conduct of vocational guidance.

The program will involve more than just the provision of information amd materials pertaining to employers and employment situations in the area. It will entail a change in the basic values and attitudes of many of the people involved. The necessity will be to overcome not only the present somewhat negative image of vocational education but also the absence of vocational guidance. As this reorientation occurs, the involved people must be provided with materials, techniques, current information, etc. as they become a part of the program. As vocational guidance gains acceptance, the concomitant need of vocationally oriented courses and curricula will become self evident. Here the coordinator of the guidance and placement service can be of service in designing courses and curricula for the program.

The placement team approach is designed to unify the efforts of counselors, vocational personnel and placement coordinator with the Department of Employment Security, Vocational Rehabilitation, business and industries, post secondary institutions and other community agencies in order to fulfill the goal of 100% placement of all interested students in the school system. The placement coordinator will spend approximately 50% of the time maintaining continuous contact and communication with area employers. Because of the nature of vocational guidance any effort without this contact is very likely to be unsuccessful. The present and anticipated job and training needs of businesses can in this way be made known on a regular and systematic basis to all schools. This procedure will permit continuous revision of course content and curriculum to meet the changing needs of graduates and employers.

PROGRAM OBJECTIVES

The overall objective of the program will be to provide a full range of vocational guidance, placement and follow up of services to the schools for the benefit of the students in the Greene County School System. Specific objectives are as follows:

I. To assure the opportunity for all students to gain an entry-level marketable skill prior to leaving school

II. To provide all vocational students completing secondary school with the knowledge and skills necessary to pursue further education or to become employed

III. To provide services for placing every graduating senior in the next step of his vocational development whether it be employment or further education

IV. To build the vocational programs' utilization and coordination of all community resources

V. To increase the educational and vocational options available to all students through a flexible vocational education program which facilitates entrance and re-entrance either into the "world of work" or the educational system

VI. To provide a vocational information service to all students and educators

VII. To unify all placement efforts around a vocational development theme based on each individual student's life goal

VIII. To provide a program to comply with Title IX regulations in an effort to eliminate sex-stereotyping or bias

ORGANIZATION OF PROGRAM

Vocational personnel in Greene County represent a "task force" dedicated to the proposition that appropriate counseling, placement and follow up services should be provided to every vocational student as it is an integral part of the total educational program.

The task force will be composite of an administrator, a coordinator, guidance counselors, and craft teachers from each high school in Greene County.

ROLE OF COORDINATOR

The role of the coordinator is central to a successful guidance, placement, and follow up program. The coordinator will perform tasks that can be grouped into four major categories--Administrative, Coordinative, Resource Person, and Teacher/Teacher Education.

I. The Administrative Role

The coordinator will have the responsibility for carrying out policies relative to the job placement program and for directing the activities for the central system wide placement office. Activities will include public relations, visiting employers, creating a working relationship with other agencies, establishing and maintaining an information system, recommending students for jobs, and evaluating the program.

II. The Coordinative Role

The coordinator will have the responsibility of coordinating his/her own activities with those of the director of vocational education, principals, teachers, guidance personnel, employers, outside agencies and student workers. Success may be based upon keeping each area informed and working together.

III. The Resource Person

The coordinator will advise teachers, students, and others on present projected worker needs and will recommend specific job application procedures as they relate to individual employers.

It will also be essential that the coordinator function as a resource person to:

A. Assist school personnel in obtaining community resources for the classroom.

B. Assist in developing curricula into which vocational education concepts are integrated.

IV. Teacher/Teacher-Education Role

In the initial stages of development the coordinator may need to sometimes fill the teacher's role and work with students in the development of resumes, job interview skills, etc. In so doing, the coordinator may aid teachers by demonstrating materials for and techniques of developing employability skills in their students.

DUTIES OF COORDINATOR

The guidance and placement coordinator will provide tasks and offer assistance by working with individual schools, students, employers, and institutions of higher learning in the area.

I. The coordinator will assume the following duties concerning individual schools:

A. Provide a comprehensive vocational information service which will include a listing of occupations in the area, training needed for a successful pursuit for each vocation, the type of work involved in each vocation, and the rate of pay involved in each vocation

B. Provide assistance in aptitude and interest evaluation-- This task will involve making available to the school system such information as is needed to permit the students to be evaluated relative to all relevant career alternatives in the immediate geographic area.

Guidance and advice will be available to the student as he attempts to choose a career alternative. Thus, the individual schools will assume the responsibility of administering aptitude and other appropriate tests.

C. Provide in-service training to teachers and administrators on the need for and methods of vocational guidance-- This task will involve participation in workshop and in-service sessions in vocational guidance which are presently not being covered. (The importance of this service cannot be overly stressed because as vocational guidance and career oriented curricula have been introduced, one of the greatest barriers has seemed to be the conviction of many teachers that students be offered college preparatory curricula.)

D. Provide assistance in counseling students--Because of the wide range of responsibilities assigned to the coordinator, direct contact with students will be limited. Most of the individual counseling will be done by those counselors employed directly by the schools. Thus, most direct contact with the placement coordinator will be in the form of group sessions designed to introduce the student to regional employment opportunities via field trips, etc. However, personal contact will not be completely eliminated because placement and follow up stages of the program will require much close work between individual students and the placement coordinator.

E. Provide assistance in vocational curriculum planning that will enable students interested in a cluster of occupations to enroll in a curriculum best suited for their interests--Collection and assimilation of needed data and assistance in planning will be provided by the coordinator.

F. Provide placement services--This task will be covered under the section "Duties Regarding Students" which is shown below.

G. Provide placement and follow up services--This task will be covered under the section "Duties Regarding Students" which is shown below.

II. The coordinator will assume the following duties regarding students:

A. Provide guidance on a small group basis regarding techniques in applying for a job--This information would include areas such as personal appearance, speech, conduct and attitudes.

B. Provide guidance for students with unique abilities or interests--The advice, contacts, and information needed to successfully pursue a vocation in the immediate area should be made available to interested students.

C. Provide a program whereby each student will be instructed in maintaining his/her individual dossier needed for job placement-- This would be supplemented with letters of recommendation, teacher opinions and attendance and scholastic records. In addition to this, the coordinator will be responsible for the inclusion of special data not required by most employers, i. e., information needed for security clearance.

D. Provide for field trips and seminars with area employers--Although this activity will be done dealing directly with students, it will be done in conjunction with the regular classroom teacher.

E. Provide the students with assistance in locating and securing employemnt--This employment may be either for summer work or for permanent employment after graduation or upon dropping out of school.

Before placement is made, an attempt will be made to gain information concerning the student's background, interests, and capabilities. This information will then be considered in an effort to place the student in a job situation related to his/her interests and abilities. Individual student information will enable the coordinator to suggest firms employing people of interests and capabilities similar to those of the student.

Upon the student's request, the coordinator will arrange a job interview. When feasible, the coordinator will provide the student with the preliminary job application forms required by the potential employer. Advance completion of the forms will eliminate time consumption of both prospective employer and employee at the time of the interview.

F. Provide student-employer evaluation procedures--After a student is placed on a job, both student and employer will be contacted regarding the student's abilities, work habits and problems. When necessary the student will be counseled in an effort to aid in the transition from school to the "world of work." This process will provide feedback to schools of information regarding needed program changes that would better prepare students for employment.

If the situation should occur that the coordinator and student or employer feel the student is not in the proper work environment and that a job change is necessary, placement and follow up services will still be available to the student.

III. The coordinator will assume the following duties regarding employers:

A. Acquaint area employers with the program, its offerings and its potential--If the placement program is to succeed, it is absolutely necessary that the program have the support and confidence of employers in the immediate area. Thus, one of the first duties of the coordinator will be to acquaint area employers with the program. (It will be necessary that the coordinator know personally the personnel officers and foremen of the major employers and the owners of the smaller businesses.)

B. Become acquainted with the entry-level positions in the area and with the opportunities for advancement or continued employment in those positions. Also, the coordinator will become acquainted with the background requirement and abilities needed or preferred for specific jobs and positions. It will be the coordinator's responsibility to keep this information current.

C. Confer with the employment officer of the concerned firm before advising the student concerning possible employment

D. Confer with employers after placement of a student in an effort to jointly assess the new employee's potential, performance and possible problems

IV. The coordinator will assume the following duties toward the post secondary institution:

A. Become acquainted with the operation, organization and procedures of the area vocational and private schools--Some area schools already provide for their students the services we here propose for high school students.

B. Assist in administering admissions of high school graduates to area vocational schools and other institutions of higher learning

C. Seek the help and advice of the post secondary institution personnel in establishing contacts with area employers--It is important that the existing operations and working relationships of post secondary institutions with businesses of the region not be jeopardized.

V. The coordinator will assume the following duties concerning sex stero-typing:

A. Assume the role of Title IX coordinator

B. Notify all students and employees of the name, office, address and telephone number of the coordinator

C. Adopt and publish grievance procedures

D. Notify the following of a policy of nondiscrimination on the basis of sex:

1. Applicants for admission and employment
2. Students and parents of students
3. Employees
4. Sources of referral of applicants
5. Union and professional organizations

E. Place a notification of a policy of nondiscrimination on the basis of sex in the following:

1. Local newspapers
2. School newspapers
3. Memoranda or other written communications
4. Announcements, bulletins, catalogs, student and faculty handbooks
5. Application forms

F. Ascertain the above listed publications are free of text and illustrations suggesting differential treatment on the basis of sex

ROLE OF THE TASK TEAM

In a system wide guidance,placement and follow up program, the task team will be the in-school hub of activity. The services offered by the guidance, placement and follow up program should be introduced and explained to students by the task team force. Students interested in the services of the placement center should be encouraged to contact the task team member in their school.

A portion of the task team's time should be spent facilitating the student's career objective, life style planning and decision making needs. Such a system involves the dissemination of information to and the gathering of information from students and teachers. The degree of cooperation and commitment of the total task team in each school will determine the success of the information system and the overall effectiveness of the guidance, placement and follow up program.

DUTIES OF THE TASK TEAM

The task team will be involved in the following tasks by working cooperatively with the guidance-placement coordinator:

I. The task team member will have the following duties regarding individual schools:

   A. Provide the necessary occupational training for a successful pursuit of individual student vocations

   B. Attend in-service training related to vocational guidance, placement and follow up which will be set up by the coordinator

   C. Assist in counseling students regarding the "world of work"

II. The task team member will have the following duties regarding students:

   A. Provide guidance on a small group basis to students

   B. Develop a program whereby each student is instrumental in maintaining his individual dossier needed for job placement-- This would be supplemented with letters of recommendation, teacher opinions, attendance records and scholastic records.

   C. Assist in field trips and seminars with area employers

   D. Provide the coordinator with information pertaining to students, their background, their abilities, their interests, etc.--This information will be used in an effort to place the student in a suitable job situation.

III. The task team member will have the following duties regarding employers:

   A. Become familiar with the industries correlated to particular vocational training program of the student involved

   B. Assist coordinator and employer in student evaluation

PROCEDURES

As part of the regular orientation to a vocational program, students should be informed concerning the operation of and the services provided by the guidance, placement and follow up program. This should be done immediately upon the student's entrance into the courses of Agriculture, Business, Distributive Education, Home Economics, Industrial Arts, Trade and Industry, VAP Classes, VIP Classes and other vocational courses.

I. Student Records

It is necessary that a student information record be kept on file in the placement center for all vocational students. The vocational students will be asked to complete a student information form (attachment #1) which will be reviewed and updated at least once each year while the student remains in school. Upon graduation or when the student leaves school for any other reason, his record will be completed and placed in a follow up file. (See attachment #2 for instructions in completing this form.)

II. Work Experience

Before a student is employed, it is necessary that he/she have recommendation from the regular classroom teacher. (See attachment #3 and #4.) It is also necessary that parent and principal approval be obtained (See attachment #5.)

The work done by the student must be related to the student's program or career objective. Failure to meet attendance requirements in all classes or job requirements will necessitate a student being dropped from the program. If a job is available that requires a change in the student's school schedule, the school guidance counselor should be consulted. All schedule changes must have approval of the guidance counselor and the principal.

III. Requirements and Procedures for Program Participation

A. The prospective student worker must be enrolled in a vocational program and must be in satisfactory academic standing in the program.

B. Upon receiving information from the placement center of a student's request for services, a task team member will complete attachment #3. This completed form will serve as a student recommendation and as verification of the student's eligibility for participation in the program.

C. Permission must be granted by the school principal for any student to work during regular school hours.

D. The prospective student will be required to complete a "Preliminary Application for Employment" (attachment #6). This procedure will provide the student with practice in completing an application form. The form will then be used in record keeping at the placement center. (Forms will be provided by the placement center.)

E. The student will be interviewed by the placement coordinator. This interview or role playing situation is intended to provide the student with "practice" which will somewhat prepare him/her for an authentic job interview with the employer. The instructor's recommendations (attachment #3) must accompany each application.

F. Permission must be granted by the parent or legal guardian before a student may participate in the program.

G. The student must have dependable transportation to and from the site of employment.

IV. Evaluation of Student Worker

A. The coordinator will be responsible for visiting the work site in an effort to secure an evaluation of the student worker.

B. Information gathered by the coordinator will be shared with the task team member responsible for the student's placement. (See attachment #7.)

C. Teacher task team members will be encouraged to make short visits to employment site if they so desire.

V. Coordinator Action Concerning Placement

A. A job order form will be completed.

B. Appropriate records will be screened.

C. At least three prospective applicants will be identified for consideration for employment.

D. Interviews with prospective employers will be set up.

E. Employer will be contacted for feedback.

F. Information concerning referral and disposition will be recorded.

EVALUATION OF THE PROGRAM

In order to determine the value of the progress achieved in the vocational guidance, placement and follow up program, a method of evaluation is necessary. Certain questions must be asked and a method of answering them must be developed which will yield the desired information. In an effort to determine whether or not the program has been successful and whether or not it is of significant value, it is necessary that a method of continuous evaluation be utilized. As the program progresses, the following questions should be considered:

I. Is a system of dossier development becoming functional so that at the end of the first year of the program graduating seniors will have the records necessary for job application in the area?

II. Are all students aware of the employment opportunities in the area and has a system of job background needs and requirements been developed?

III. Are placement services and information available to students in all participating schools?

IV. Have workshops and in-service programs been planned and carried out to favorably affect the attitudes of teachers and administrators toward vocational education and guidance?

V. Is the business community aware of and participating in the guidance and placement program?

It will be the duty of the local vocational director, advisory committee and coordinator to continuously evaluate the progress being made in relation to the objectives of the program. This can be done by determining the participation and effect of the program upon each of the vocational craft areas. When relevant, pre-program and post-program questionnaires should be developed to determine such things as attitude, feelings and impressions of teachers and administrators toward the program. Various types of surveys may be conducted to determine the success of the program.

If thought necessary by the Vocational Director and Superintendent, an outside evaluation team will be invited to evaluate the program. This would be done at the end of the proposal period. If the program is maintained in the Greene County School System, it should be evaluated every year in an effort to offer maximum benefit to the vocational students of Greene County.

Attachment #1

STUDENT INFORMATION RECORD
GREENE COUNTY SCHOOLS
JOB PLACEMENT CENTER

Name ____________________ School __________ Program __________

Address ____________________ Zip __________ Phone __________ D.O.B. __________

Do you live with parents? ______ Guardian? ______ Relative? ______ (who?) ______ Other? ______

Name ____________________ Address ____________________ Phone __________

What is your social security number? ____________________ Year to Graduate? ______

PREVIOUS EMPLOYMENT HISTORY

Employer	Duties	How long employed?	Reason for leaving?

List other experiences you have had which have helped you prepare for employment. (Include course work, extra-curricular activities, and other leadership activities.)

____

____

____

List awards and recognition that you have received.

____

____

____

Estimated days absent:

9th grade ______
10th grade ______
11th grade ______
12th grade ______

What are your hobbies/interests?

____

____

____

Referrals and Disposition:
(For office use only)

In your own words give general directions to your home. (Use back of page if necessary.)

____

____

INSTRUCTIONS FOR COMPLETING STUDENT INFORMATION RECORD

NAME: Full name--If married list full maiden name then add married name in parenthesis. Example: Mary Kay Jones (Smith)

SCHOOL: Name of school--Example: North Greene High School

PROGRAM: Vocational class in which student is enrolled--Example: Agriculture

ADDRESS: Give complete address. Include street or route number, box number if available, post office and zip.

PHONE: Give home phone number or number where student may be reached.

D.O.B.:-Date of birth

DO YOU LIVE WITH . . .: Check proper blank. If legal guardian is other than person with whom student lives, give name of legal guardian.

NAME: Give name of parent or legal guardian.

ADDRESS: Give complete address of parent or legal guardian.

SOCIAL SECURITY NUMBER: If student does not possess a Social Security number, have student file application to secure one. (Forms may be obtained from placement office.)

YEAR TO GRADUATE: Give school year that student expects to graduate. Example: 79-80

PREVIOUS EMPLOYMENT: List any and all previous employment--regardless of length, duties, part-time, full-time, paid or unpaid. If student is still working, enter "present" under reason for leaving.

. . .OTHER EXPERIENCES. . .: List experiences involving working with other people. These might include sports activities, club activities,etc.

. . .AWARDS AND RECOGNITION . . .These might include school letters, club awards, club offices and/or community awards/recognition, etc.

HOBBIES/INTERESTS: List activities student enjoys in leisure time.

DAYS ABSENT: These may be estimated. Long absences might be explained.

REFERRALS AND DISPOSITIONS: Student does not use this space.

DIRECTIONS TO HOME: Student should write general directions to his home. Please give enough information so that coordinator might find home if necessary.

Attachment # 3

INSTRUCTOR'S RECOMMENDATIONS

Student ____________________

School ____________________

ATTITUDE & INTEREST:

____ Enthusiastic
____ Interested
____ Somewhat indifferent
____ Not interested

DEPENDABILITY:

____ Very dependable
____ Required little supervision
____ Sometimes neglectful
____ Unreliable

JUDGEMENT:

____ Displays excellent common sense
____ Usually does the right thing
____ Occassionally uses poor judgement
____ Very poor

ADAPTABILITY:

____ Adjusts easily
____ Good team worker
____ Has difficulty working with others
____ Antagonizes fellow workers

INITIATIVE:

____ Takes hold readily
____ Goes ahead reasonably well
____ Somewhat lacking
____ Lazy

APTITUDE:

____ Grasps ideas very quickly
____ Average
____ Rather slow to learn
____ Very slow to learn

QUALITY OF WORK:

____ Excellent
____ Above average
____ Average
____ Below average
____ Poor

COMMENTS: (Work habits, specific skills, machines, WPM, etc.--Any other comments)

____
____
____
____
____

COUNSELING RECORD:

____
Instructor

Attachment #4

SOME CHARACTERISTIC CONSIDERATIONS FOR PROSPECTIVE STUDENT WORKERS

Instructors may wish to use this form to guide their evaluation of a student who is seeking participation in the youth work program.

I. APTITUDE AND TALENT

- A. Grade record (Above Average, Average, Below Average)
- B. Creativity
- C. Over/under achiever
- D. Manual dexterity

II. VOCATIONAL INTEREST AND VOCATIONAL MATURITY

- A. Student's career goals
- B. Student's plans for future locations of employment
- C. Willingness to accept responsibility
- D. Record of attendance and punctuality
- E. Work habits
- F. Extra-curricular activities

III. EMOTIONAL STABILITY

- A. Control of temper
- B. Nervousness
- C. Temperament

IV. PERSONALITY FACTORS

- A. Self-starter/lethargic
- B. Sense of humor
- C. General outlook on life
- D. Character (Honesty, Loyalty, Morals, Ambitions)

V. HEALTH

- A. General health
- B. Stamina

VI. SOCIO-ECONOMIC BACKGROUND

- A. Need to supplement family income
- B. Parental aspirations for child
- C. Employment patterns of family

PERMISSION FORM

I HEREBY GIVE MY PERMISSION FOR ________________________________ TO PARTICIPATE IN PART TIME EMPLOYMENT IN THE VOCATIONAL PROGRAM IN WHICH HE/SHE IS ENROLLED.

_______________ Date

________________________ Signature of Parent/Guardian

I HEREBY MAKE THE FOLLOWING RECOMMENDATION CONCERNING THE NAMED APPLICANT.

____

____

____

_______________ Date

________________________ Signature of Instructor

I HEREBY GIVE MY PERMISSION FOR THE NAMED APPLICANT TO PARTICIPATE IN THE YOUTH WORK PROGRAM AS ADMINISTERED BY THE JOB PLACEMENT PROGRAM OF THE GREENE COUNTY SCHOOL SYSTEM.

_______________ Date

________________________ Signature of Principal

Name and Address of Applicant:

____

____

____

____

Telephone Number of Applicant:

____

PRELIMINARY APPLICATION FOR EMPLOYMENT

DATE: ____________________ SCHOOL: ____________________

NAME: ____________________ PHONE: ____________________
Last First Middle

ADDRESS: ____________________ ZIP: __________

Do you live with parents? ____ Guardian? ____ Relatives? ____ Friends? ____ Other: ____

DATE OF BIRTH: ____________ SINGLE ____ MARRIED ____ MALE ____ FEMALE ____

Social Security Number: ____________ In which general locality of the Greene County area do you prefer to work? ____________________

____

Have you ever participated in a CETA program? YES ____ NO ____

School you attend? ____________________ Grade: ____________

List any machines, tools, equipment, etc. that you feel you can handle well.

____

____

REFERENCES:

1. ____________________
2. ____________________
3. ____________________

Number in family: ________ Is it necessary that you supplement the family income?

____

Do you have any physical condition that may limit you? ________ If yes, please explain. ____________________

____

____

If needed for work, do you have: Time last class ends: ____________

____ Driver's License
____ Special Clothing
____ Tools
____ Transportation (Please give kind of transportation to be used to go to work.)

____

____
Signature of Applicant

Attachment #6

PRELIMINARY APPLICATION FOR EMPLOYMENT

School________________

DATE________________

NAME________________________________ PHONE________________
Last First Middle

ADDRESS____ ZIP________

Do you live with parents?____ Guardian?____ Relatives?____ Friends?____ Other?____

DATE OF BIRTH____________ SINGLE____ MARRIED____ MALE____ FEMALE____

Social Security Number________________ In which general locality of the Greene County area do you prefer to work?________________

____

Have you ever participated in a CETA program? ____Yes____No

Which school do you attend?____________________________ Grade_____

List any machines, tools, equipment, etc. that you feel you can handle well.

____

____

REFERENCES:

____

____

____

Number in family____ Is it necessary that you supplement the family income?_____

Do you have any physical condition that may limit you?____ If yes, please explain.____

____

____

If needed for work, do you have:

Time last class ends ______

____Driver's license
____Special clothing
____Tools
____Transportation (Please give kind of transportation to be used to go to work.)

____

____
Signature of Applicant

Attachment #7

CONFIDENTIAL

Report on Student-Worker

Name____Date____________________

Employer____Phone____________________

Signature of person completing this form:____

Association of signee with student-worker:____

Check: _____Immediate supervisor
_____Co-worker-trainer
_____Personnel Manager
_____Other

GREENE COUNTY PLACEMENT CENTER

REFERRAL CARD

The bearer of this form is ______________________________ who is

applying for the position of ______________________________.

This student has been referred to you by the Greene County Placement Center and fulfills, to the best of our knowledge, the requirements for this position.

In order that that we may better serve you and our students, would you please telephone the undersigned when you have hired an applicant for the job, desire additional information, or wish to make any comments in connection with this referral.

If you hire this student, it is imperative that the placement coordinator be contacted at the Greene County Placement Center. (639-4194)

____
Placement Coordinator

Check one:
_____Chuckey-Doak Student
_____North Greene Student
_____South Greene Student
_____West Greene Student

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Attachment #9

PLACEMENT INFORMATION

Name ______________________ Social Security Number ______________

Address ______________________________________ Phone ____________

Date of birth __________ Age last birthday ______ Grade ______ School __________

Evidence of age ______________________________ Male _____ Female _____

Health record showing physical fitness for prospective employment signed by Dr. ________

Date entered Youth Program ________________ for school year 19_____-19_____

Place of employment ______________________________ Phone ____________

Address ____

Contact person ______________________________ Date of placement ____________

Starting wage ________ per hour

School hours ____________ a.m. p.m. to ____________ a.m. p.m. Current date ____________

Vocational courses currently engaged in: ______________________________

____

EMPLOYMENT SCHEDULE

Day of week	Time on duty	Time off duty	Total hours weekly	
			On the job	In school
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

TOTAL

We the undersigned agree to meet the requirements for the program as provided in the Operational Procedures and Minimum Standards for Vocational Education in Tennessee.

Training Agency ____________________ Student-Learner ____________________

Parent or Guardian ____________________ Task Team Member ____________________

School Principal ____________________ Placement Coordinator ____________________

Date of Approval ____________________

Attachment #10

HOME VISITATION RECORD

Student Name______________________________________Vocational Class__________________

School__________________________Name of Mother______________________________________

Name of Father________________________________Name of legal guardian_________________

_________________________________Relationship of legal guardian_____________________

Home Address____Phone______________

Date and time of visit____

Reason for visit:

____

____

____

Comments:

____

____

____

____

____

____

Coordinator

Attachment #11
Page 1

PROGRESS RATING SHEET

Name of Student
Training Station
School

Rating Key: E-Excellent
S-Satisfactory
U-Unsatisfactory

	Grading period									Date
	1	2	3	4	5	6	7	8	9	
ATTENDANCE AND PUNCTUALITY										
GENERAL ATTITUDE--Toward the job, superiors, other employees, the public, etc.										
SELLING EFFICIENCY (If applicable) Product knowledge, suggestion selling, customer relations, etc.										
QUALITY OF WORK--Accuracy, orderliness, thoroughness, etc.										
EFFECTIVE USE OF TIME										
PERSONAL APPEARANCE										
ABILITY TO FOLLOW INSTRUCTIONS										
ABILITY TO ASSUME RESPONSIBILITY										
INITIATIVE										

REMARKS: The training sponsor is urged to make comments on the progress of the student on the reverse side of this page.

Training Sponsor

Guidance-Placement Coordinator

The employer's comments and suggestions will be of value in aiding the Guidance-Placement Coordinator in counseling the student concerning better job performance.

COMMENTS:

Date

Grading Period 1:

Rated by:

Grading Period 2:

Rated by:

Grading Period 3:

Rated by:

Grading Period 4:

Rated by:

Grading Period 5:

Rated by:

Grading Period 6:

Rated by:

Grading Period 7:

Rated by:

Grading Period 8:

Rated by:

Grading Period 9:

Rated by:

COORDINATION RECORD

Name of Business Firm: ______________________ SIC ______________

Address: ______________________________ Phone: ______________

Manager: ______________________________ Phone: ______________

Sponsor(s) ______________________________ Phone: ______________

______________________________ Phone: ______________

Special Information: ____

____

____

Name of Student: ______________________ Cooperative ____ Project ____

Date student started work: ______________ Date planning record reveiwed: ______________

Date of termination: ____________ Reasons for termination: ______________________

____

____

Visitation Schedule

Date:	Purpose:	Person contacted:	Action or results:

TERMINATION FORM

Student____________________________________

Place of Employment____

Address____Phone__________

Contact Person____________________________________Phone__________

Date student began work____________Date of termination____________

Reasons for termination____

____

____

Would you recommend student for future employment?______Yes______No

Comments:

____

____

____

______________________________ ______________________________

Signature of employer Signature of coordinator

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Attachment #14

JOB ORDER

Date____________________

Company____________________________________ Phone____________________

Address____________________________________ Products or Service________

Contact's Name______________________________ Job Title________________

Specify requirements, age, physical capabilities, skills, knowledge, attitudes, etc.

Characteristics of Job Opening:

Referrals:

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GREENE COUNTY VOCATIONAL PLACEMENT TEAM

ADMINISTRATOR	SCHOOL
Floyd Sellers	Central Office, Vocational Director
COORDINATOR	
June Sellers	Central Office
GUIDANCE COUNSELORS	
Everett Chandeler	South Greene
Willie Ruth Nevius	West Greene
Joel D. Bible	West Greene
Joyce Gass	North Greene
Karen Wisecarver	Chuckey-Doak
Dexter Walters	Vocational School
DE COORDINATORS	
Kline Jones	South Greene
David White	West Greene
Louis Byrd	North Greene
Wayland Seaton	Chuckey-Doak
CAREER ORIENTATION COORDINATOR	
William Calkin	Central Office
REHABILITATION TEACHER (VAP & VIP)	
Joe Parkins	South Greene
Jerry Renner	West Greene
Frank Gosnell	North Greene
CRAFT TEACHERS	
All Vocational Personnel	All Greene County Schools

RCU PROCEDURE

	Attachment
1. Student will fill out Information Record	# 1
2. Upon student's request for service the instructor will fill out Instructor's Recommendations form and will notify placement center. (Either by mail or by telephone 9-4194)	# 3
3. Permission form must be signed by parent, instructor, and principal.	# 5
4. Coordinator will bring Preliminary Application for Employment to student and will assist student in filling out application.	# 6
5. Any instructor or counselor who is aware of job opening should fill out Job Order form and return it to placement office.	#14

(For more detailed information see page 11 in Guidance, Placement, and Follow Guidebook.)

RCU PROCEDURE

	Attachment
1. Student will fill out Information Record.	# 1
2. Upon student's request for service, the instructor will fill out Instructor's Recommendations and will notify the placement center. (Either by mail or by telephone 9-4194)	# 3
3. Permission Form must be signed by parent, instructor, and principal.	# 5
4. Coordinator will bring Preliminary Application for Employment to student and will assist student in filling out application	# 6
5. Any instructor or counselor who is aware of job opening should fill out Job Order form and return it to placement center.	#14

(For more detailed information see page 11 in Guidance Placement and Follow Up Guidebook.)

ENCLOSURE 7

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS	OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
ACCOUNTANTS							
Adams and Plucker, CPA, First National Bank Building	Ray Adams & Loren Plucker	639-3831	No	No	No	No	None
Main Lafrentz & Co. CPA, 114 W. Church Street	James D. Abshire	638-8144	No	No	No	No	None
Sapp, Gerald G., CPA, 522 North Main Street	Gerald G. Sapp	639-5531	No	No	No	No	None at present
Yates, Maurice M, CPA, 220 Depot Street	Maurice M. Yates	639-2145	No	No	No	No	None
AIRCRAFT CHARTER & RENTAL							
General Aviation Inc., 11-E By Pass	Scott M. Niswonger	639-9301	Yes-1	No	Yes-1	No	Needs not frequent
AIRPORTS							
Greeneville Airport, Airport Road	Walt Stone	638-6832	No	No	No	No	None
ALUMINUM PRODUCTS							
Alcoa Building Products, 520 North Main	Stanley Cutshaw	639-5261	No	No	No	No	None
ANTENNAS							
Greeneville Antenna Systems, 508 Justis Drive	Don Giesler	639-4321	No	No	No	No	Possible in future
ARCHITECTS							
Honeycutt, J. Fred, Professional Plaza	J. Fred Honeycutt	638-3064	No	No	No	No	None
ASSOCIATIONS							
Chamber of Commerce, 207 North Main	Ruth Reynolds	638-4111	Yes-1	Yes-1	Yes-3	No	Will hire when needed

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
ATTORNEYS						
Cave, Robert Payne, Robert Payne Cave 109 Depot Street	638-5892	No	No	No	No	No need
Christiansen & Livingston, Christiansen & Livingston 114 South Main	639-6824	Yes	No	No	No	If needed
King & King, Kyle King 1245 Main	638-3822	No	No	No	No	Would if suitable
Russell, Clyde, Betty Sapps (assistant) South Main	639-3261	No	No	No	No	Full-time only
Silvers, Bell, Rogers, Laughlin, Nunnally, Randall Main Street	639-5183	No	No	No	No	If needed
AUCTIONEERS						
Hardin, John O., Auctioneer (Same) Bachman Drive	639-6781	No	No	No	No	None
AUTO BODY REPAIRING						
Boulevard Motors & Body Shop, Grover Malone 1414 Tusculum Blvd.	638-7081	No	No	Yes-2	No	Going out of business
Gregg & Lowe Body & Radiator Shop, L.G. Gregg & Bill Lowe 910 E. Oak Grove Ave.	638-8981	No	No	Yes-1	No	None at present
Malone, Don Body Shop, Don Malone 1901 W. Main	639-7722	No	No	No	No	None at present
Malone's Repair Shop, Don Malone Route 13, Taylor Road	638-8164	No	No	No	No	None
Tusculum Body Shop, Mike Alexander, Jackie Nanney Taylor Road, Route 13	639-3185	No	No	No	No	Maybe

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
AUTO REPAIR						
Jones Garage, Charlie Kirk Asheville Highway	639-4011	No	No	No	No	None
Wells Battery Co., George Wells 514 W. Summer Street	638-3451	No	No	Yes-1	No	None
AUTOMOBILE DEALERS, NEW & USED CARS						
Phil Bachman Pontiac Cadillac, Phil Bachman Bachman Drive	639-4141	Yes-2	No	No	No	Maybe in future
Barham & Barnette Motors, Barham & Barnette West Main Street	639-5881	Yes	No	Yes	No	Might need in summer
Bolton Chrysler Dodge, Jim Bolton Snapp Ferry Road	639-6741	Yes-3	Yes-1	No	No	Use as needed
By-Pass Auto Sales, Samuel S. Seaton 1701 Tusculum Blvd.	638-7071	No	No	No	No	None
C & C Car Company, Dean Lowery 11-E By-Pass	639-5021	No	No	No	No	None known
Cobble Motors, Wallace Cobble West Main	639-2301	No	No	No	No	Not now
Hendrickson Oldsmobile-Subaru, Charles Hendrickson 533 Tusculum Blvd.	638-6120	Yes-5	Yes-1			As needed
J. D. Johnson Used Cars, J.D. Johnson 11-E By-Pass	638-8211	No	No	No	No	No
Lawson Chevrolet, Max Lawson E. Church Street	639-6764	Yes-4	Yes-3	Yes	Yes	Will use Co-ops
R & R Car Company 11-E By-Pass	639-5021	No	No	No	No	Maybe in spring
Towne Gate Motors, George Doughty Tusculum Blvd.	638-8191	Yes-2	Yes-2	Yes-2	Yes-1	None presently

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
AUTOMOBILE MACHINE SHOP SERVICE						
Thompson Engine Shop, Wayne Thompson 1149 Tusculum Blvd.	639-2641	Yes-1	Yes-1	No	No	None now
AUTOMOBILE PARTS & SUPPLIES						
Advance Stores, Marvin Slagle 132 Depot Street	638-5259	Yes	Yes	Yes	Yes	Yes, would hire
Auto Mart, Bobby Wilhoit Whitaker Drive		No	No	No	No	None
Automotive Inc., Chester Purgason 110 Austin Avenue	639-3161	No	No	Yes-5	Yes-1	Might need in summer
Hartsell's Auto Center, Mr. Hartsell 433 E. Bernard Avenue	638-4792	No	No	No	No	None
Interstate Supply, G. Thomas Love 900 W. Main	638-3184	No	No	No	No	None
M & M Supply Co. 708 E. Church Street	638-3158	No	No	No	No	None
Otasco, Robert Venerable West Greene Shopping Center	638-8051	No	No	Yes	Yes	None at present
Western Auto, Gorden Ricketts 128 Depot Street	638-4221	No	No	Yes	No	After first of year
AUTOMOBILE SEAT COVERS & UPHOLSTERY						
Greeneville Auto Trim, Charlie Key 1151 Tusculum Blvd.	638-5762	No	No	No	No	If experienced
BAKERS, WHOLESALE						
Purity Surplus Baked Goods 446 Bernard Avenue	639-4521	No	No			

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
BANKS						
C & C Bank, Bill Hickerson 11-E By-Pass	639-5106	Yes-1	No	No	No	Maybe later
Federal Land Bank, Bert P. Wolfe, Jr. 11-E By-Pass	639-6756	No	No	Yes	Yes-1	None
First National Bank, Tom Garland 109 S. Main Street	639-2181	Yes	Yes-1	Yes	Yes	None at present
First Tennessee Bank, Charles Womble 204-206 N. Main Street	639-8141	Yes	No	Yes	No	None
Greene County Bank, John McGuffin Main & Depot Streets	639-5111	Yes-2	Yes-1	No	No	None
Home Federal Savings & Loan, Betty Belcher 11-E By-Pass-1632 Rhea Pkwy.	639-2148	Yes-2	Yes-1	No	No	None
BOAT DEALERS						
Tennessee Valley Marine, Wayne Bettis 1275 Tusculum Blvd.	638-5881	No	No	Yes-2	No	Maybe in summer
BUILDING CONTRACTORS						
Boles & Hite Construction, Paul Hite Professional Plaza (Bernard Ave.)	638-4286	No	No			
BUILDING MATERIALS						
Ace Hardware & Lumber Co., Mr. Broyles 529 Tusculum Blvd.	638-3802 638-3631	Yes-2	No	Yes-4	No	
Adams Building Supply, Roger Myers 11-E By-Pass	639-6785	Yes-1	No	No	No	None
Crum Lumber Co., Desmond W. Crum 225 W. Bernard	638-8169	No	No	No	No	No need now

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
BUILDING MATERIALS (Cont.)						
Greeneville Lumber Co., Lynn Lafollette 310 Cutler Street	639-2101	No	No	No	No	Would consider summer
Loven Ready Mix, Jim Loven Industrial Blvd.	639-2041	Yes-2	No	No	No	Possibly after Jan.
Mercer Building Supply, Mason Mercer 405 West Summer Street	639-5139	No	No	Yes-1	No	
Paty Lumber Co., Jess Music 1313 Tusculum Blvd.	638-8131	Yes-4	Yes-1	Yes	Yes	Not presently
Triangle Supply, Gene Kirk & Jack Hampton Asheville Highway	639-6751	No	No	No	No	None needed
BUS LINES						
Trailways Bus Depot, James Cogburn 309 Bohannon Avenue	638-3561	No	No	No	No	Might be interested
BUSINESS FORMS						
National Business Forms, Sharon Folk Pennsylvania Avenue	638-7691	Yes	No	Yes	Yes	Don't know as of yet
Superior Business Forms, Stan Ritter 810 W. Irish	639-6795	Yes	No	Yes	No	Possible
CAR WASHING						
Brushmatic Car Wash, David Jennings 11-E By-Pass	638-3443	Yes-1	No	Yes-3	Yes-2	Maybe first of year
Robo Car Wash, Gary White 11-E By-Pass	639-5241	No	No	Yes-4	No	None presently
CASH REGISTERS & SUPPLIES						
National Cash Register Exchange, Zeb Norris 1149 Tusculum Blvd.	638-8352	No	No	No	No	

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS	OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
CARPET & RUG DEALERS							
Dalton Carpet, 11-E By-Pass	Eddie Brown	639-6231	No	No	No	No	
Dockery Floor Covering, 11-E By-Pass	Herb Miller	639-6452	No	No	No	No	
Ronnie Jaynes Carpet, 11-E By-Pass	Ronnie Jaynes	639-1901	Yes-2	No	Yes-2	No	None
CLUBS							
Link Hills Country Club, Route 5	Mr. Maggio	638-3114	Yes	No	Yes	Yes	None at present
CRAFTS							
Clay Craftsman, 514 Justis	Ann Mabry	639-8721	No	No	No	No	Possible in future
DAIRIES							
Pet Milk Co., 1112 W. Irish	Billy J. Ruddy	638-3171	No	No	No	No	Usually hire college students
Pet Dairy Products, 305 Davis Street	W.C. Martin	638-4166	No	No	No	No	Hire graduating seniors
DENTIST							
Ralph T. Brown, 112 Spencer Street	Dr. Brown	639-9131	Yes	No	No	No	None at present
Drs. Chandler & Bottomley, 442 Asheville Highway	(Same)	638-3371	Yes	Yes	Yes	No	None at present
Michael Monger DDS, 1308 Tusculum Blvd.	(Same)	639-6857	No	No	No	No	
Ron Wright, DDS, 1231 Tusculum Blvd.	(Same)	638-4651	No	No	No	No	None

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
DEPARTMENT STORES						
Big K, Norman Cockerham 11-E By-Pass	639-8181	Yes-5	Yes-1	Yes-8	Yes-3	None presently
Big K-Record Department, Ruth Taylor 11-E By-Pass	639-8181	Yes-2	Yes-1	Yes-1	No	None
Discount Clothing (Clothes Rack), Carl Carrier 400 Bernard Avenue	639-7661			Yes-2	Yes-2	
Howard Bros., Robert Weaver 11-E By-Pass	639-6791	Yes-3	Yes-1	Yes	Yes	None
J.C. Penny's, Mr. Moss Depot Street	638-8161	Yes	Yes-1	Yes	Yes-5	Salesperson & cashiers
Jean Corner, Teresa Mathis Greene Village Shopping Center	638-5231	Yes-1	No	No	No	None
K-Mart, Mr. Johnson 11-E By-Pass	639-6761	Yes-14	Yes-5	Yes-8	No	None currently
Watson's, Thomas Ingram Depot Street	639-1931	Yes-2	No	Yes-1	Yes-1	Not at present
DUST COLLECTING						
Dustex, Dennis Stubbs 11-E By-Pass	639-6771	Yes-6-8	Yes-4	Yes	Yes-20	Welders, layout men, draftsmen, machine op.
ELECTRIC COMPANIES						
Greeneville Light & Power, Bob Lay 110 N. College Street	639-8121	Yes-6	Yes-1			One each year
ELECTRIC CONTRACTORS						
Winslow Electric Service, Mr. Winslow Bernard Avenue	638-5511	No	No	No	No	Only in summer

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS	OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
ELECTRIC EQUIPMENT & SUPPLIES							
Greeneville Electric Co., 506 Summer Street	Ralph M. Phinney	638-6241	Yes-6	No	Yes-12	No	None at present
Modern Electric Co., 311 Davis Street	Ralph Johnson	638-3781	Yes	No	No	No	Secretary doesnt know
Reynolds Electric Company, North Main	Robert Reynolds	639-9651	No	No	No	No	None
Wholesale Electric, 11-E By-Pass	Lloyd N. Tuggle	639-3121	No	No	No	No	
FABRIC SHOPS							
The Fabric Shoppe, 11-E By-Pass	Lavada Smith, Gertis Tullock	639-2481	No	No	No	No	None
FERTILIZERS							
Brook-Glen Farm Supply, 609 W. Irish	Glen D. Renner	638-7241	Yes	No	Yes	No	Have some on call
Broyles Feed Store, W. Main Street	Mr. Kelley Broyles	638-8197	Yes	No	Yes	No	Maybe in spring
Greene Farmers Co-op, W. Main Street	David Ooten	638-8101	Yes	Yes	Yes	No	Maybe in spring
International Mineral & Chemical Corp, P.O. Box 3047 Bohannon Avenue	Fred Davenpor	638-8108	No	No	No	No	Not likely to use students
FLOOR MATERIALS							
Gateway Floor Center, 114 Austin	W.R. Brown, Elizabeth Smith	639-9013	No	Yes	No	No	Need none

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
FLORISTS						
Dodd's Flowers & Gifts & Fabrics, Mary Ann Dodd 1809 Tusculum Blvd.	638-6775	No	No	No	No	None
Rhea Floral Co., David Rhea Knoxville Highway	638-4121	No	No	Yes	No	None
The Flower Shoppe, Dan McLean Tusculum Blvd.	638-4161	Yes-20	No	Yes-10	No	
West Main Florist, Margaret Felton West Main Street	639-1108	Yes	No	Yes	No	Not now
FREIGHT						
Greeneville PiggyBack, Norman Carrier Snapp Ferry Road	639-8481	No	No	No	No	May use mechanics later
Smith Transfer, John O'Laughlin Industrial Road	639-8161	Yes-1	No	Yes-1	No	Maybe in the future
FUNERAL DIRECTORS						
Kiser Funeral Home, Bill Wright 401 W. Main	638-3121	Yes	No	No	No	Not at present
FURNITURE DEALERS, RETAIL						
Ball Brothers Furniture, Everette Franklin 11-E By-Pass	639-5187	Yes-1	No	No	No	None
Bird's Discount Warehouse, G. Thomas Love W. Main	639-9221	Yes	Yes	Yes	Yes	Not at present
Collin's Furniture, Mr. Collins 148 Depot Street	638-3135	Yes	No	Yes	No	Need full-time help

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS	OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
FURNITURE DEALERS, RETAIL (cont.)							
Quality Furniture Sales (Ricker's) 102 Hardin	Margaret Ricker	638-7251	No	No	Yes-2	Yes-2	Delivery work, pumping gas
Sterchis, Depot Street	Ronnie Jackson	638-4103	No	No	No	No	No need at present
Reaves Used Furniture, W. Summer Street	Doyle Reaves	639-1350	No	No	No	No	
Ross Appliance, Depot Street	Kathy Ross	638-3211	No	No	No	No	Need full-time help
GIFT SHOPS							
Lancasters China & Gift Shop, Greene Village Shopping Center	Helen Horner	639-0462	No	No	No	No	None
Christian Book & Gift Shop, 1413 11-E By-Pass	C.M. Cobble	639-3721	No	No	Yes-1	Yes-1	None presently
GREETING CARDS & MANUFACTURERS							
Plus Mark, Inc., 325 Bohannon Avenue	Sy Sheckner	639-2161	No	No	Yes-13	No	None now
GROCERS, RETAIL							
Black Oak Market, 11-E By-Pass	Jenny D. Ball	639-3671	No	No		Yes-1	
Edgemont Food Market, E. Church Street	Jim Gray	639-9522	No	No	No	No	None
Elmer Crum Market, 117 Asheville Highway	Donald Crum		No	No	No	No	None
Family Food Mart, 1636 Tusculum Blvd.	Bill Teague	638-4848	Yes-3	No	Yes-4	Yes-1	None presently

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

BUSINESS	OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
GROCERS, RETAIL (cont.)							
Sunshine Food Market & Deli, E. Church Street	Johnny Honeycutt	638-6354	No	No	Yes-6	Yes-2	
Food City #6, Snapp Ferry Road	James Philbeck	638-7452	Yes-100	Yes-10	Yes-8	Yes-8	
Food City #8, West Greene Shopping Center	Bill Richards	639-4391	Yes	Yes	Yes	Yes	None at present
Giant Food Market, 11-E By-Pass	Clarence Ferguson	639-8175	Yes-9	Yes-4	Yes-7	Yes-3	None presently
Ingles Food Market, 11-E By-Pass	McLain Pope	639-0531	Yes-2	Yes-1	Yes-10	Yes-7	None presently
Lil Orange Market, Route 7, Asheville Highway	Jim Anderson	639-9632	No	No	Yes	Yes-1	Need from March-Sept.
Little Dandy Market, Inc., Asheville Highway & West Main	Bobby Byrd	639-9948	No	No	No	No	Use some at times
Little Dandy Market, 1709 Tusculum Blvd.	Glen Fann	638-4351	No	No	No	No	None
7 & 11 Market and Deli, 403 Bernard Avenue	J.B. Laws	639-1981	Yes-2	No	Yes-3	No	
Morelock Grocery, North Main	Sam Morelock	639-8671	No	No	No	No	None
North Main Grocery, North Main	Sherman Wampler	639-2351	No	No	No	No	None
Parkway Market, 11-E By-Pass	Bobby Franklin	639-6511	No	No	No	No	None

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GROCERS, RETAIL						
Rhea Food Market, Bob Rhea College & Palmer Streets	638-3751	Yes	Yes-3	Yes	Yes-2	About 5 each year
Service Grocery, George R. Phillips, Louise Phillips Baileyton Road		Yes-2	No	No	No	None
Short Stop, Janice L. Morgan 11-E By-Pass	638-6981	No	No	Yes-6	Yes-1	
Summer Street Superette, Isom Elder W. Summer Street		No	No	No	No	
Taylors Town & Country Grocery, Jim Swingle Snapp Ferry Road	638-5936	No	No	Yes-1	No	None at present
Tullock Country Store, Howard Tullock 1601 E. Church Street	639-1651	No	No	No	No	None
West Side Market, Orbin Ball 1044 W. Summer Street	639-5001	No	No	Yes-2	No	
White Grocery, Guy White 702 W. Irish	639-4722	No	No	No	No	None
HARDWARE						
Village Hardware, W. A. Eazell Greene Village Shopping Center	639-8021	No	No	No	No	None
Russell-Susong Hardware Co., Ben Russell 110 Summer Street	639-2071	Yes	Yes-1	Yes	No	Use for repair
HEALTH CLUBS						
Greeneville Body Building Center, Patty Taylor 11-E By-Pass, Greene Village Shopping Center	639-7291	Yes-1	No	No	No	None

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EATING CONTRACTORS						
Hicks Sheet Metal, Clarence Hicks Tusculum Blvd.	638-8031	Yes-1	Yes-3	No	No	When needed
EAT PUMPS						
Crumley Electric Co., Roy Crumley & Kent Bradford 205 Asheville Highway	638-6571	Yes	No	No	No	No need at present
Hayes Heating & Air Conditioning, Mike Hayes North Main	639-1071	No	No	No	No	Maybe
OSPITALS						
Greeneville Hospital, Inc., Willard Stewart 106 Irish Street	639-3141	Yes	No	Yes	Yes	When possible
Laughlin Memorial Hospital, Jack Wilson, Noah Roark 215 N. College Street	639-6161	Yes	Yes-12	Yes	Yes	When possible
Takoma Hospital, Bill Boddy 401 Takoma Avenue	639-3151 639-4721	Yes	No	Yes	Yes	None at present
OMES & INSTITUTIONS						
Greene Valley Developmental Center, John Redditt Greeneville	639-2131	Yes	Yes	Yes	Yes	When possible
Holston Home, Rev. Harper Sasser P.O. Box 188	638-4171	Yes	No	Yes	Yes	Hire handicapped when Position opens
NSURANCE						
Greene Co. Farm Bureau, Billy Cobble W. Main Street	638-6412	Yes	No	Yes	No	At quarterly collection time
Insurance Planning Service, Mr. Byrd 119 E. Depot Street	639-5121	No	No	No	No	None at present
McInturff Agency, John W. McInturff, Jr. 123 W. Summer Street	638-8112	Yes	No	Yes	No	None

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INSURANCE (Cont.)						
Safeco Advance Agency, John P. Cox 426 Bernard Avenue	639-2178	Yes-4	Yes-1			
State Farm Insurance Co., Mike Bryant 1307 Tusculum Blvd.	639-2991	No	No	No	No	None
TN Farmers Mutual Claims Office, Paulette Fezell Main Street, Spencer Square	639-5143	Yes-1	No	Yes-1	Yes	If needed, clerical
INTERIOR DECORATORS						
McCurry Interior, Ruth McCurry 510 Justis Drive	639-6391	No	No	No	No	None
JEWELERS, RETAIL						
Dodd's Jewelry, Mr. C.P. Dodd 123 S. Main	638-5321	No	No	No	No	None
Howards Jewelers, Dana Howard Depot Street	638-5861	Yes	No	Yes	No	None at present
Lancasters Jewelers, Inc., Mary Carter 117 S. Main	639-3521	Yes	No	Yes	Yes-1	When needed
Lingo Jewelers, John Lingo Depot Street	638-6655	No	No	No	No	No need
JUNK DEALERS						
Greeneville Iron & Paper Co., Lyle Collins Route 8, Taylor Road	639-1562	Yes	No	No	No	Scale operator, welder

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AUNDROMATS							
Fairgrounds Road Speedwash, Fairgrounds Road	Mary Ricker	639-8955	No	No	No	No	None
Jiffy Wash, Tusculum Blvd.	Clarence Roberts	639-6322	No	No	No	No	None
Sparkle Laundry & Cleaners, West Main Street	Lloyd Bishop	639-7341	No	No	No	No	None yet
IVESTOCK SALES							
Greeneville Livestock Market North Main		638-4412	No	No	No	No	None
OANS							
BarclaysAmerican Financial, Main Street	Frank Richards	639-1151	Yes	Yes-1	No	No	If needed
Home Federal Savings & Loan, 300 E. Depot Street	Wayland Mays	638-8171	Yes-2	No	No	No	None
Production Credit Association, 11-E By-Pass	Harold Rader	638-8151	No	No	No	No	None
ACHINE SHOPS							
Collins Machine Shop, 528 North Main	James Collins	639-9841	Yes-1				None
AIL ORDER & CATALOG SHOPPING							
Anderson Catalog Showroom Inc., 404 Bernard Avenue	Albert Anderson	639-3168	Yes-9	No	Yes-15	Yes-4	
Sears, Roebuck & Co., 807 Tusculum Blvd.	Bruce McElroy	638-3167	Yes	Yes	Yes	Yes	When possible
ANUFACTURERS, CLOTHING							
Greene Manufactoring-Butte Knit, 11-E By-Pass	Kenneth Walker	639-3165	No	No	No	No	None

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MANUFACTURERS, COIN HANDLING EQUIPMENT							
Keene Corporation Bohannon Avenue	Evelyn Holly	638-8156	No	No	No	No	Use adults only
MANUFACTURERS, OIL FILTERS							
Air Maze Rockwell Avenue	Shirley Eddington	639-4154	No	No	No	No	Use in summer
MANUFACTURERS, FURNITURE							
Franklin Furniture Franklin Street	Varce Walker Cpayroll	639-6102	Yes-2	Yes-2	Yes-4	Yes-4	
MANUFACTURERS, GEARS -TRUCK							
TRW-Ross Gear Snapp Ferry Road	Jim Whittlesy	639-8151	No	No	No	No	
MANUFACTURERS, LOCKS							
Hurd Lock and Manufacturing Co. Bohannon Avenue	Ed Wilson	639-4101	Yes-20	No	Yes	No	None currently
MANUFACTURERS, PAPER MILL SUPPLIES		639-1181	No	No	Yes	Yes-2	No one under 18
Huyck-Formex Company	Dale Ramey, Winston Roberts						
MANUFACTURERS, TELEVISION							
Magnavox of Tennessee Snapp Ferry Road	Dick Fawbush	639-1121	Yes-5	Yes-5	Yes	Yes	None now
MEAT, WHOLESALE OR RETAIL							
Snapps Ferry Packing Co. Snapp Ferry Road	Jerry Ripley	638-7001	No	No	No	No	Might be interested
MEN'S APPAREL, RETAIL							
George R. Lane Depot Street	Mable Roberts	638-4242	Yes	No	Yes	No	No need

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MENTAL HEALTH AGENCIES							
Mental Health Center, Holston Drive	Tom Parker	639-1104	No	No	No	No	Not at present
METAL FABRICATORS							
Ball Metal & Chemical Co., Afton, Tennessee	Cheryl Fillers	639-8111	No	No	No	No	Need after Jan.
Delfasco of Tennessee Church Street and Bernard Avenue			No	Yes-1	Yes-1		Must be 18
Greeneville Metal Manufacturing, Inc., Bohannon Avenue	G.W. Harrington	639-6864	No	Yes-2	No	No	Must be 18
Metals Engineering Corp., Forest Hills Drive	Loren Schraeder	639-1171	Yes-3	Yes-2	Yes-5	Yes-2	None at present
MILLWRIGHTS							
C & C Millwright, W. Main Street	Jimmy Cansler	639-2781	Yes	No	Yes	Yes	None at present
Greeneville Machinery & Erection, 1122 Forest Street	Fred & Steve Cansler	639-4124	No	No	No	No	None at present
MINERALS							
Tennessee Electro -Minerals, Snapps Ferry Road	Tony Day	639-6891					
MOBILE HOME DEALERS							
Don Bryant Mobile Homes, 11-E By-Pass	Don Bryant	639-9751	No	Yes-1	No	No	None
Clayton Mobile Homes, 11-E By-Pass	James Ausmus	639-5101	No	No	No	No	None
Greeneville Mobile Home Supply, Tusculum Blvd.							

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MOTELS							
Econo Travel, 11-E By-Pass	Mr. & Mrs. Thomas Rader	639-2156	No	No	No	No	None
Greene Villa Motel, 1900 Tusculum Blvd.	Ken Huseman	639-1112	No	No	No	No	None
Holiday Inn & Restaurant, 11-E By-Pass	Dor H. Woerz	639-4185	Yes-1	No	No	No	Possible for motel
Star Motel, 11-E By-Pass	Joe Lowery	638-8124	No	No	No	No	None
MOTORCYCLES							
Early Morning Ride, 1307 Tusculum Blvd.	Michael Knight	638-7221	No	No	Yes-1	No	Possible in future
Wheels, Inc., 200 Bachman Drive	Jack Tilson	639-4335	Yes-2	No	Yes-1	No	Possibly after Jan.
MOVERS							
Greeneville Moving & Storage, 800 W. Irish Street	Jimmy Skidmore	639-3137	No	No	Yes	No	Maybe in summer
MUFFLERS & EXHAUST SYSTEMS							
The Muffler Shop, P.O. Box 426 Greeneville	Jimmy Shelton, Lowell T. Hensley	639-1541	No	No	Yes-1	No	Maybe in future
NURSERIES							
Jack & Jill Day Care Center, Tusculum Road	Sharon Bledsoe	638-5132	Yes	No	No	No	Will work out something
NURSING HOMES							
Life Care Center of Greeneville, 125 Crum Street	William Clendenm	639-8131	Yes-2	No	Yes-4	Yes-4	Nurse's aid

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OFFICE FURNITURE & EQUIPMENT						
Greeneville Office Supply, Barbara Alexander 120 N. Main	638-5570	No	No	No	No	If needed
OIL COMPANIES						
Allen Oil Co., R. Blain Allen West Main Street	638-4341	No	No	Yes	No	None
Bitner-Hunter-Long Oil Co., James Smith 11-E By-Pass	638-6551	No	No	No	No	None
Brandon & Hull Oil Co., Carol Brandon 1038 West Main	639-2105	No	No	No	No	None
Greeneville Oil Company, Fred Myers 11-E By-Pass	638-3145	Yes-6	Yes-1	Yes	Yes-1	None right now
Roberts Oil Co., Inc., C.F. Roberts N. Irish Street	638-3361	No	No	No	No	None
OPTICIANS						
Professional Ophthalmic Associates, Dr. Ben Parrish Professional Plaza, Bernard Avenue	639-6861	Yes-10	Yes-2	Yes-1	No	
PACKAGING MATERIALS						
Southern Packaging & Storage Co., Tom Austin, Jr. Snapps Ferry Road	639-8185	No	No	No	No	None at present
PAINT, RETAIL						
Boswell's Glidden Paint Center, Buddy Boswell 316 Tusculum Blvd.	638-3061	Yes-6	No	Yes-5	Yes-1	
PANELING						
Paneling World, Floyd Hilemon 360 Bohannon Avenue	638-6921	No	No	No	No	Must be 18

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PAVING CONTRACTORS							
J & H Paving Co., 510 North Irish Street	Mr. House	638-6665					
PEST CONTROL							
Chapman Exterminating Co., Inc., 11-E By-Pass	Dan W. Garland	639-2191	Yes-3	No	No	No	None at present
PHARMACIES							
Atchley's Drug, West Greene Shopping Center	Mr. Danny Gregg	639-5155	Yes	Yes	Yes	No	None at present
Corley's Pharmacy Inc., Tusculum Blvd.	Alan Corley	638-3591	Yes-2	Yes-1			
Corner Drug Store, 127 N. Main Street	Jack & J.L. Bullen	638-4572	Yes	No	Yes	No	When needed
Drug Shop, 1808 Tusculum Blvd.	Wayne Susong	639-8631	No	No	No	No	None
Jaynes J & R Drug, Spencer Square Shopping Center	Jim Jaynes, Jr.	639-4711	No	No	No	No	No need at present
Revco Drug Center, 11-E By-Pass	Jim Allen	639-6789	Yes-3	Yes-1	Yes-3	Yes-1	None
PHYSICIANS							
Dr. Metcalf-Easterly, Spencer Square Shopping Center	Peg Andrew (assistant)	639-2871	Yes	Yes-2	Yes	Yes	When position opens
Dr. Patterson, Mason, Flohr, Spencer Square Shopping Center	Carolyn Isaacs (assist	639-3101	No	No	No	No	None right now
Takoma Medical Group, 1021 Coolidge	Mr. Phil Pott	639-2195	No	No	Yes	Yes	None at present

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PLUMBING CONTRACTORS							
Ricker Plumbing East McKee Street	J.D. Ricker	638-3662	Yes-12	No	Yes-4	Yes-1	Might need in spring and summer
Swanger Plumbing 414 Bernard Avenue	J.D. Swanger	638-7172	Yes-10	No	Yes-4	No	
Waites Plumbing 308 Bernard Avenue	Bobby Waites	638-7415	No	No	Yes-3	No	None at present
PRINTERS							
American Calendar Co. Elm Street	J.H. Kilday	638-3165	No	No	No	No	Must be 18
PRINTERS, SCREEN							
Diamond G Printed Sportswear West Church Street	Edward Meade	639-4181	No	No	Yes	No	
REAL ESTATE							
Century 21 Reality Justis Drive	Massengill-McCreary	638-8148	No	No	No	No	Clean-up, yes
Kidwell Real Estate South Main	Robin Kidwell	639-2302 639-7221	No	No	No	No	After January
Bob Ricker Reality 506 Justis Drive	Bob Ricker	639-6888	No	No	No	No	Maybe in spring
Schubel Real Estate Depot Street	Bos Schubel	639-6821	No	No	No	No	None
Volunteer Reality 1400 Snapps Ferry Road	Joe Wilson	638-8166	No	No	No	No	Summer-clerical Yard mower

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RECLAMATION							
G.M. Products, Industrial Road	Charlie Farrell	639-2031	No	No	Yes	No	None now, but interested
RENTAL SERVICE							
Taylor Rental Service, 11-E By-Pass	Charlie Sluder	639-3001	No	No	Yes-1	No	None
RESTAURANTS							
Big Top Drive-In, W. Summer Street	Mr. & Mrs. W.C. Baskette	638-5281	Yes-4	No	No	No	
Bonanza, 1809 Tusculum Blvd.	William Brookins	639-3381	Yes-6	Yes-1	Yes-15	Yes-8	None
Captain D's Seafood, 1409 11-E By-Pass	Harold Moore	639-6311	Yes-15	Yes-12	Yes-8	Yes-1	None presently
Corner Lunchonette Main Street			No	No	No	No	None
Deanos Pizza, 11-E By-Pass	Ben English	639-0211	No	No	Yes-2	Yes-2	Cooks & girls in future
Greene Villa Restaurant, 1900 Tusculum Blvd.	Shirley & Ray Wheeler	639-2251	Yes-1	No	Yes-3	No	None presently
Hams Drive-In, 1033 W. Main	Luttrell & Browning	638-4672	Yes	No	Yes	No	None
Hardee's Restaurant, 315 Tusculum Blvd.	Mr. Pan	638-8461	Yes-100	Yes-10	Yes-20	Yes-3	
Jacks Restaurant, 1632 Tusculum Blvd.	Gaddis	639-5158	Yes-3	Yes-1	Yes-6	Yes-2	None

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RESTAURANTS (cont.)							
Jeannie's Kitchen, 1148 Tusculum Blvd.	Kathryn Cutshaw	638-3632	Yes-2	Yes-1	No	No	None
Kentucky Fried Chicken, 319 Tusculum Blvd.	J.R. Shipley	639-3601	Yes-20	Yes-5	Yes-12	Yes-2	
Long John Silvers, 11-E By-Pass	Dan Walton		Yes-5	Yes-2	Yes-15	Yes-8	None presently
Ma Ma Zee's, 11-E By-Pass	Mrs. A. Zdaniewicz	639-8011	No	No	No	No	
McDonalds, 11-E By-Pass	Robert Ayers	639-5561	Yes-15	Yes-4	Yes-25	Yes-11	Maybe
Omelet Shoppe, 11-E By-Pass	Ernie Davis	639-9932	Yes-2	No	Yes-3	Yes-1	None
Restaurant, Davy Crockett, Route 11, Baileyton	Harold Johnson	234-4451	Yes-4	Yes-4	Yes-2	No	None
Robbie Cafe, 11-E By-Pass	Robbie J. Scott	638-5452	No	No	No	No	
Rolfe Cafeteria, 11-E By-Pass	Rolfe Mullins	639-3371	Yes	Yes-1	Yes	No	None
Shorty's Grill, 202 W. Summer Street	Clark Crum	638-7621	No	No	No	No	
The Health Barn, West Greene Shopping Center	Bill Luce	639-1381	No	No	No	No	Possible in summer
Tony's Barbeque House, 1309 Tusculum Blvd.	Nell Schofield	639-1321	No	No	Yes-2	Yes-1	Possible in future
Wendy's, 1434 11-E By-Pass	Barry Blanton	638-3531	Yes-30	Yes-2	Yes-60	Yes-16	None presently
Western Sizzlin, 11-E By-Pass	Bill Hamilton	639-2222	Yes-5	Yes-2	Yes-7	Yes-2	None

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ROOFING CONTRACTORS							
Ross Hogan Roofing Co., 422 Bernard Avenue	Ross Hogan	638-3901	No	No	No	No	
RUBBER PRODUCTS							
Polson Rubber Co., Industrial Road	Mr. Huff, Mr. Weiland	639-6737	No	No	No	No	Might use 2nd shift
SALVAGE & SURPLUS							
Salvage City, 1310 Snapps Ferry Road	Don Graves	639-5701	No	No	No	No	None presently
SCREWS							
N.L. Permanent Mold & Casting, Taylor Road	George Mirhor	639-1155	No	No	No	No	
SERVICE STATIONS, OIL & GAS							
Bay Service Station & Laundry, Tusculum Road	James Johnson		No	No	Yes-1	No	None
Bohannon Service Station, 202 Cutler Street	Jackson Wilterson	638-8281	No	No	No	No	
Boulevard Service Station, (Amaco), Tusculum Blvd.	Edsel Kilday Fred Myers	639-8957	Yes-4	No	Yes-4	Yes-1	None
By-Pass Exxon, 11-E By-Pass	Gene Eslinger	638-4712	No	No	Yes	Yes-1	Possible in future
Courtesy Service Station, Summer Street	John Donthat	638-3572	No	No	No	No	
Daves Oil, Tusculum Blvd.	Dave Brown	639-4145	Yes-20	No	Yes-20	No	
Daves Oil Co., W. Main Street	G. Thomas Love	639-4145	Yes	No	Yes	No	Weekends

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RVICE STATIONS, OIL & GAS (cont.)						
Doc & Zeke's Exxon Station, J.D. & J.M. Pierce Depot & Cutler Streets	638-7031	No	No	No	No	
Greeneville Citgo, Aztex Energy Co. 1400 11-E By-Pass	639-7151	No	No	No	No	None presently
Jack Cobble Amoco, Jack Cobble West Main Street	639-8051	No	No	Yes	No	None presently
Pilot Oil Co., Hal Lane Asheville Highway	639-5521	No	No	No	No	None
Plaza Shell, Ed Jennings 11-E By-Pass	638-3443	No	No	Yes-3	Yes-1	Possibility for female
Red Ace Service Station #83, Terry Sexton 11-E By-Pass	638-6511	No	No	No	No	None
Snapps Ferry Gulf, Brumley Mathis 1302 Snapps Ferry Road	639-1741	No	No	No	No	None
South Greene Shell, Helen Easter 713 Asheville Highway	639-0782	No	No	Yes-2	No	None at present
Tusculum View Texaco, Eddie Bolinger 11-E By-Pass	639-8751	No	No	No	No	None
West Main 76, Carrol Kiker West Main Street	638-6161	No	No	No	No	Possible
OES, RETAIL						
Droke Shoes, Mrs. Waddell Depot Street	639-8571	No	No	No	No	None at present
Giant Shoe Mart, Peggy Self 11-E By-Pass	639-4501	Yes-4	No	Yes-3	Yes-1	None presently
Village Boot & Tack, Gene Norton 11-E By-Pass	639-4281	No	No	No	No	None

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KATING RINKS							
Hot Wheels Arena 11-E By-Pass	Todo Southerland	638-5591	Yes	Yes	No	No	Maybe after Jan.
PORTING GOODS, RETAIL							
Greeneville Sport Center 621 E. Bernard Avenue	Folly Malone	638-5101	Yes-2	No	Yes-3	No	
TEEL FABRICATORS							
Dea Mar Box 3326, Coile Street	Marg Anderson	639-6151	No	No	No	No	Possibility for welding
Greeneville Machine & Iron Works 600 W. Irish Street	Willis Bowman	639-4178	Yes	Yes	Yes	No	Not at present
Intermountain Steel 1424 W. Main Street	Clinton Waddell	638-4175	No	No	No	No	None
TONE, CRUSHED							
Malone Bros. Inc. Knoxville Highway	George Malone	638-8135	No	No	No	No	None
AX SERVICE							
Ray's Tax Service 11-E By-Pass		639-1701	No	No	No	No	Possibility
ELEVISION & RADIO DEALERS							
Crisp T.V 1810 Tusculum Blvd.	C.L. Crisp	638-7062	Yes-2	No	Yes-1	No	None presently
Duggins TV McKee Street	John Duggins	638-4772	Yes	Yes-1	No	No	None presently
Magnavox Consumer Electronics Co. Snapps Ferry Road	Dick Fawbush	639-1121	Yes-5	Yes-5	Yes	Yes	None at present
North Main TV North Main Street	Lloyd Carter	639-0652	No	No	Yes-1	Yes-1	None

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

SINESS	OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
EATRES							
Asheway Drive-In Theater, Asheville Highway	Mr. E.L. Wilson		No	No	No	No	Not at present
RE DEALERS, RETAIL							
Mid State Tire Inc., Industrial Blvd.	T.W. Beverly	639-6897	No	No	No	No	None at present
RE RETREADING							
Volunteer Bandag, W. Main Street	Bob Duncan	638-4991	No	No	No	No	Need 18 yr. olds
OL AND DIE MAKERS							
Greeneville Tool & Die, 11-E By-Pass	Wilhelm Mecke & Jurgen Rademacher	639-1271	No	No	No	No	None
J & J Tool & Die, Whitaker Drive	James Joseph	639-1061	No	No	No	No	Possible
ACTOR EQUIPMENT							
Central Tractor Parts Co., 11-E By-Pass	Eddie Boles	638-8961	Yes-2	No	No	No	None
Massey Ferguson, Bohannon Ave. and Austin Street	S.G. Wells	639-8101	Yes	Yes-1	Yes	Yes	
Modern Tractor, Knoxville Highway	Edgar Mosoner	638-8175	No	No	No	No	
W & W Implement, Knoxville Highway	Ted Wilhoit	638-8311	Yes-1	No	Yes-1	No	
West Side Tractor Company, 11-E By-Pass	Fred Foshee	639-6828	Yes-1	Yes-1	No	No	

BUSINESS-INDUSTRY
JOB PLACEMENT SURVEY

Greeneville-Greene County Schools

USINESS	OWNER/MANAGER	TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY. OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
RADING COUPON AND STAMP COMPANIES							
Top Value Stamp Store, 516 Justis Drive	Mrs. Charles Stark	639-3911	No	No	Yes-4	Yes-2	None presently
RUCK RENTING & LEASING							
Fort Wayne Leasing, Industrial Blvd.	Adolph Schnrutzler	639-4128	No	No			
ARIETY STORES							
Emery's 5 & 10, West Greene Shopping Center	Mr. Bill Smith	639-3941	Yes	No	Yes	Yes-2	None at present
Woolards, Depot Street	Ernest Woolard	638-3381	Yes	No	No	No	Hire when needed
ENDING MACHINES							
Interstate Automatic Merchandisers of America Knoxville Highway	Charles Tomer	638-4178	Yes-3	No	Yes-3	No	
ELDING							
Britton's Welding, 1112 Myers Street	J.T. Britton	638-6093	No	No	No	No	Experienced workers
HEEL ALIGNMENT							
By-Pass Alignment, 11-E By-Pass	J.C. Dunbar	639-0778	No	No	No	No	
HOLESALE GROCERYS							
H.T. Hackney Co., West Main Street	C.R. Tutterrow	638-4811	Yes	No	Yes	No	None at present
Humphrey's & Co., West Irish Street	L.N. Humphreys	638-4136	Yes	Yes	Yes	Yes	None at present

BUSINESS-IN
JOB PLACEMENT

Greeneville-Greene

USINESS	OWNER/MANAGER	TELEPHO
OMEN'S APPAREL, RETAIL		
Alexander Fashions, 318 Tusculum Blvd.	Dot Alexander	639-554
Cato, Depot Street	Matilda Myers	639-488
Carol's, West Greene Shopping Center	Mr. Earnest Wollard	639-407
Francis Frock Shop, South Main	Ruth Renner	638-637

BUSINESS-INDUSTRY JOB PLACEMENT SURVEY

eville-Greene County Schools

TELEPHONE	HAVE EMPLOYED CO-OP STUDENTS	CURRENTLY EMPLOY CO-OP STUDENTS	HAVE EMPLOYED OTHER STUDENTS	CURRENTLY EMPLOY OTHER STUDENTS	CURRENT STUDENT EMPLOYMENT NEEDS
639-5541	Yes-3	Yes-1	Yes-5	No	
639-4881	Yes	No	Yes	Yes	None at present
639-4071	Yes	No	No	No	None
638-6371	Yes	No	Yes	No	Not at present

ENCLOSURE 8

INTERIM EVALUATION

GREENE COUNTY: AN EXEMPLARY PROGRAM IN VOCATIONAL EDUCATION

Submitted by

Don E. McNelly, Chairman
Evaluation Team
Department of Vocational-Technical Education
University of Tennessee-Knoxville

Submitted to

Floyd Sellers
Vocational Director
Greene County School, Greeneville, Tennessee

and

John Leeman
Assistant Commissioner
Vocational-Technical Education
200 Cordell Hull Building, Nashville, Tennessee

and

Research Coordinating Unit
132 Cordell Hull Building
Nashville, Tennessee

May 30, 1978

Introduction

On Thursday, May 25, 1978 at 9:00 a.m. the evaluation team members did meet to evaluate the progress to date of the Exemplary Guidance and Placement Program in Greene County. The evaluators (Appendix A) were presented with a guide book (Appendix B) and forms (Appendix C) that are currently being used in the program. The agenda (Appendix D) was closely followed to enable the respective evaluators to return to their jobs for the afternoon. An additional guest was available for inputs from Dr. Kolan Bisbee, Associate Professor, State University of New York, Oswego, New York. The instrument used by the evaluators may be found in Appendix E. The evaluation team members were requested to identify and report the strong points, to provide suggestions for improvements in any areas and to state their overall reaction to the total placement program.

The evaluation team members were selected on the basis of their area of expertise and their willingness to help by serving on this evaluation effort. The wide range of backgrounds represented the majority of the publics the placement program must cooperate with in operationalizing the program. This rich variety of backgrounds on the part of the evaluators did provide for inputs from many points of view. The evaluation team members are to be congratulated for their open and frank comments they provided to the program operators. Many strong points were observed and there were some positive suggestions for the program operators to consider in improving the program.

For the purpose of clarification to the readers of this report the program objectives are briefly restated.

The overall objective of the program is to provide a full range of vocational guidance, placement and follow-up services to the schools for the benefit of the students in the Greene County School System.

Specific objectives are:

I. To assure the opportunity for all students to gain on entry level marketable skill prior to leaving school.

II. To provide all vocational students completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

III. To provide services for placing every graduating senior in the next step of his vocational development whether it be employment or further education.

IV. To build the vocational programs utilization and coordination of all community resources.

V. To increase the educational and vocational options available to all students through a flexible vocational education program which facilitates entrance and reentrance either into the "world of work" or the educational system.

VI. To provide a vocational information service to all students and educators.

VII. To unify all placement efforts around a vocational development theme based on each individual students life goals.

VIII. To provide a program to comply with Title IX regulations in an effort to eliminate sex-sterotyping or bias.

The recorded observations and comments by the evaluators have been categorized into one of the above specific objectives where feasable. Those that did not seem to fit into the specific areas were placed under the general comments. The overall reactions were also placed into a category of their own.

The following is the results of the committees observations by objectives.

I. Objective: To assure the opportunity for all students to gain an entry level marketable skill prior to leaving school.

A. Strong Points

1. Students receive individual attention and involvement in their needs and desires.
2. Proposal is worded so that 100% of students can be served.

B. Suggestions

1. Involve the parents.

II. Objective: To provide all vocational students completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

A. Strong Points

1. Training is available for interviewing.
2. Counselors are becoming aware of non college bound students needs.
3. All students are assured a place in the program.
4. There is involvement with post secondary training and educational institutions.

B. Suggestions

1. Extensive interview training should be offered to everyone.

III. Objective: To provide services for placing every graduating senior in the next step of his vocational development whether it be employment or further education.

A. Strong Points

1. Seniors are being placed at the end of this school year.
2. It seems this program will find the or a solution to some of our most vexing problems with job placement in vocational education.
3. Job placement is being accomplished through the program.
4. This is a total guidance, counseling and placement effort involving school counselors and other educators.
5. The parental permission form is necessary and good.

B. Suggestions

1. Students need exposure to "work world" early allowing change in direction of careers if necessary.
2. More parental involvement may be in order.
3. The referring of a particular student must be soundly based and any doubts or weaknesses should be clearly understood.
4. The objective should not be to place a student, but to start a successful career and please the employer over a long period of time.

5. The employer can not be looked on as anything other than the purchaser of a mutually conceived product.

IV. Objective: To build the vocational programs utilization and coordination of all community resources.

A. Strong Points

1. Cooperative effort on the part of the school personnel was evident.
2. Program has support from the community and business people.
3. The coordination of the schools with the employers is excellent and something that is long overdue.
4. Centralization and coordination are being done to avoid duplication of placement efforts.
5. Involvement with business and industry and the community.

B. Suggestions

1. Develop an informed (or formal) feedback system from employers in regard to the program.
2. Make the business community more aware of the programs overall objectives for greater cooperation.

V. Objective: To increase the educational and vocational options available to all students through a flexible vocational education program which facilitates entrance and reentrance either into the "world of work" or the educational system.

A. Strong Points

1. The program may indicate a need for different direction in curriculum.

2. The needs assessment of business and industry should help to determine what changes in curriculum need to be made in the vocational education program.

B. Suggestions

1. Students may need an open access approach that would give students an opportunity to select options for exposure to careers (Ingress and egress to school offerings).
2. Make sure that needs assessment findings are applied to general curriculum as well.
3. Some students have conveyed unsavory or disrespectful attitude toward some school officials. Class society will always exist but a great deal of effort must be made not to degrade a students career choice or add to their frustrations in decisions concerning a career.

VI. Objective: To provide a vocational information service to all students and educators.

A. Strong Points

1. The employment counseling is so important. The abilities, interest and goals of the student must be known in order to avoid useless training.

B. Suggestions

1. Early level aptitude testing (elementary) of students as well as vocational interest testing.
2. Be sure that there is adequate "eyeball" contact with students by counselors (or someone) to give

students information from which to make a vocational choice.

VII. Objective: To unify all placement efforts around a vocational development theme based on each individual students life goals.

A. Strong Points

1. This program will get the guidance people truly involved in vocational guidance efforts.
2. The central file system being used by all programs is good.

B. Suggestions

1. School administrators have power to have a student dropped from a program if it is interfering with other school work. This could be used to encourage good attendance.

VIII. Objective: To provide a program to comply with Title IX regulations in an effort to eliminate sex-sterotyping or bias.

A. Strong Points

1. This objective is very open minded.

B. Suggestions

1. Objective VIII is very open minded but something that must be handled delicately in order to be able to actually place these youths.

General Comments

A. Strong Points

1. Very well organized.
2. The objectives at this time are being met.
3. Not having an income level to contend with will give average and middle income participants the opportunities that they need and are so often denied because of their income level.
4. It appears that this program is achieving the objectives that were set for it.
5. This program should continue.
6. This is a very good program.
7. Counselors have been selected and work has begun.
8. Dedicated personnel.
9. Everything is well documented.
10. Summer four week program for counselors to visit training centers, buisness and industry.
11. Key top management personnel of program are totally dedicated and adequately prepared for needs.

B. Suggestions

1. The program is too large for the amount of personnel involved.
2. Need more time for the program to operate to get the information needed to fully evaluate.
3. Some more time should be allocated to the 8th, 9th, and 10th grade students.
4. Involve both city and county schools.

5. Funds should be alloted for at least part time secretarial help for counselors.
6. I heard nothing for students that do not complete high school.
7. Forms and record keeping. You may need to develop some card files to streamline paper work.
8. Make it a joint effort of the city and county schools.
9. Delineate services available to all segments of the student population.
10. Publicize program to greater extent in the media.
11. Disseminate program brochures in the community.
12. Develop a practical plan of inservice or something to work with individual teachers in making needed adjustments.
13. Work toward developing some vehicle that can be used to insure that findings and recommendations are implemented and carried out.
14. If something good is done in one high school make sure it is shared with other schools.
15. Key is better public relations involving top school management.
16. Sometime an analysis of job longinity of students should be made comparing the vocational students from various types of vocational institutions.

Overall Reactions

1. There has been a great deal of work done in a short period of time.

2. Positive.
3. This is a good beginning.
4. Apparently a great amount of progress has been made in a short time.
5. Good reactions.
6. It is an outstanding program administered by highly capable, efficient and dedicated people.
7. I believe this program should be expanded and holds great promise for the future.
8. I am excited about the possibilities available to students through this program.

Summary

The evidence collected supports the statement that the Greene County Exemplary Program should be able to achieve its objectives by following its current practices and efforts. No major changes are suggested to better enable the delivery of services for meeting the stated objectives. This innovative program is enjoying a good beginning and the procedures adopted are functional and operational. The staff and administrators are encouraged to continue its internal system of continuous evaluation efforts. This process has helped to keep the forms, procedures and other program elements steadily aimed at achieving the objectives.

The decisions to be made by the program staff in terms of considering the specific suggestions offered should better enable the attainment of the original stated objectives. None of the suggestions would warrant any major shift or change in directions. However, the suggestions for improvements are considered means for attaining the goals. The context evaluation has already been implemented and this was to determine objectives. The input evaluation of this effort should help the staff to structure their decisions to determine project designs. We have attempted to provide information to better determine how to utilize resources to achieve the project objectives. The continuous process evaluation efforts serves to implementing decisions for controlling the project operations. The final evaluation effort, the product evaluation, will provide information pertaining to recycling decisions to judge and react to project attainments.

Conclusions

The staff should be encouraged to continue in its efforts of serving the young people of Greene County through the exemplary program. The gains and successes already identified are again noted along with the short time frame for operationalizing the program.

Objective I

Although no evidence was obtained from the students at this point, it was addressed by several staff members that all students had the opportunity to gain on entry level marketable skill prior to their leaving school. The suggestion for involving the parents more is worthy of further consideration.

Objective II

The addition of interviewing skills to the knowledge and skills necessary to pursue further education or to become employed is in the right direction. The suggestion for greater and more extensive interview training could be conducted within the on going vocational courses.

Objective III

The vocational programs have long been plaqued with the problems of placing its graduates. This innovative placement program should provide some light in helping to solve part of the problems. Our suggestion for earlier exposure to the "work world" would call for extra program resources. This earlier exposure would greatly increase the valadity of a young persons career objective. Additional resources would be necessary to implement this suggestion. Job Placement is being accomplished for the seniors through the program.

Objective IV

There was evidence of the various school personnel working with the community, business and labor. The suggestion for making the business community more aware of the program should be addressed by the staff.

Objective V

This objective is quite demanding on traditional programs of vocational education. The full attainment of this objective may take several years. Several observations were recorded identifying the major impact into existing curriculum as well as operationalizing an open entry and re-entry policy. The needs assessment of the local industry will provide much useful information for the decisions to be made. The suggestion for exposure to a career field would be of value to all students.

Objective VI

All students will have access to vocational information. The efficiency of these inputs would no doubt be facilitated by the addition of earlier level aptitude testing and vocational interest testing. These elements may be extra cost items that could be considered for another budgeting period or to be added to another funded program. The counselors do need to have the time provided for adequate individual contact for a quality interaction with the students. This may call for additional resources for providing additional time or by hiring additional counseling staff. Current budget constraints may hinder the implementation of these suggestions.

Objective VII

The project staff is sensitive to the need for unifying their placement efforts around a vocational development theme that is based on each individual students life goals. Although the evaluators did not solicite evidence, on the visit, from the students about the establishing life goals it is commendable on the part of the staff in assisting students in establishing such goals. The guidance functions will surely be facilitated by such efforts. The establishment of a central file system for use by all systems is a good beginning.

Objective VIII

Eliminating sex sterotyping or bias in a conservative community will be difficult. The staff is progressive in its efforts to serve its young people, especially in helping the students into non-traditional vocational education courses. The suggestion to the staff about agressively working to assure employment, following the successful completion of a course by a non-traditional student should receive some attention. The final evaluation effort will concern itself with the product evaluation phase by looking at the evidence available in the areas specified on pages 8 and 9 of the guide.

Several suggestions were offered that were included under the general comments section. The first suggestion for immediate attention would be for some part time secretarial help for the counselors to give them some additional time. Secondly, the public relations publicity - namely the brochures need to be distributed throughout the community as well as more multi media news releases. Thirdly, an inservice program should be made available for working with individual teachers in making some needed adjustments. One suggestion did involve a new thrust for the placement efforts to be directed toward the dropouts. Perhaps this could be secured by additional funds or resources. Greater personnel and resources will also be needed to make the placement program a joint effort between the city and the county school systems.

Appendix A

EVALUATORS

GUIDANCE AND PLACEMENT PROGRAM IN GREENE COUNTY

May 25, 1978

Dr. Don McNelly, Chairperson, University of Tennessee, Vocational-Technical Education Department

Mr. Von Brewer, Director of Vocational Education, Sullivan County

Mr. Bill Calkin, Director of Student Placement Service, Greeneville City Schools

Mr. Tom Clark, Greeneville-Greene County Vocational School Advisory Council

Mr. Leo Hogan, Specialist, Trade & Industry, State Department of Education

Mr. Bill Keasling, Assistant Principal, West Greene High School

Mrs. Jean King, Guidance Counselor, Greeneville High School

Mr. Max Lawson, Greeneville-Greene County Vocational School Advisory Council

Mr. Hilton Seay, Principal, Greeneville High School

Mrs. Jeannie Seneker, Employment Counselor, Department of Employment Security in Greeneville

Mr. Joe Spears, Chairperson, Greeneville Chamber of Commerce

VISITORS

EVALUATION
GUIDANCE AND PLACEMENT PROGRAM IN GREENE COUNTY

May 25, 1978

Mrs. Joyce Bales, Coordinator, VIP & VAP Programs, Greeneville-Greene County Vocational School

Mr. Charles Bean, Blount County School System

Mr. Robert Bell, Sullivan Central High School

Mr. Joel D. Bible, Guidance Counselor, West Greene High School

Mr. Everette Chandler, Guidance Counselor, South Greene High School

Miss Joyce Gass, Guidance Counselor, North Greene High School

Mr. Jim Houser, Sullivan Central High School

Mr. Howard McNeese, Superintendent, Greene County School System

Mrs. Willie Ruth Nevius, Guidance Counselor, West Greene High School

Mr. Ben Thompson, Greene County Board of Education

Miss Karen Wisecarver, Guidance Counselor, Chuckey-Doak High School

Mr. Harold Patton, Coordinator, CETA Program, Greene County

Mrs. June Sellers, Coordinator, RCU Program, Greene County

Mr. Floyd Sellers, Supervisor, Vocational Education, Greeneville & Greene County

Appendix B

Please see Enclosure 6

Appendix C

Please see Enclosure 6

Appendix D

AGENDA

EVALUATION OF THE GUIDANCE AND PLACEMENT PROGRAM FOR GREENE COUNTY

Thursday, May 25, 1978

9:00 - 10:00	INTRODUCTION AND ORIENTATION
10:00 - 10:15	BREAK
10:15 - 11:00	QUESTION AND ANSWER SESSION
11:00 - 11:30	WRITING OF SUMMARY AND RECOMMENDATIONS
11:30 - 12:00	REPORTING OF EVALUATION

VOCATIONAL GUIDANCE AND PLACEMENT PROGRAM

PROGRESS REPORT

February 20 - May 25, 1978

I. PUBLICITY

A. 2 Newspaper releases

B. 2 Brochures

II. ORIENTATION FOR COUNSELORS

A. Meeting - to explain objectives of guidance and placement program

B. Meeting - to explain Summer Guidance Program and Student Referral System

C. Visit to each school to explain the referral system for job placement program

D. Guidance counselors to participate in Summer Guidance Program

III. ORIENTATION FOR THE VOCATIONAL TASK TEAM MEMBERS

A. Meetings - to explain objectives and operations of the guidance and placement program (Five separate meetings)

1. March 6 - Agriculture and Distributive Education
2. March 7 - Counselors and Principals
3. March 8 - Home Economics, VAP and VIP

B. Individual conferences with business instructors and coordinators of business workshop

IV. SERVICES AVAILABLE TO STUDENTS

A. Vocational Guidance

B. Student Counseling

C. Assistance in post secondary educational placement

D. Assistance in job placement

1. Job Development
2. Job Leads
3. Employment Applications
4. Counseling for job interview

E. Follow-up services after job placement

V. PLACEMENT PROGRESS

A. 1,225 individual student information records

B. 109 students enrolled in program

C. 44 students working

VI. JOB DEVELOPMENT

A. Contacting employers in local community

B. Working with local agencies such as State Department of Employment Security in placement of students

C. Presentation to civic and professional clubs and groups regarding the Job Placement Program

Appendix E

McNelly
UTK

VOCATIONAL GUIDANCE & PLACEMENT PROGRAM EVALUATION

GREENE COUNTY SCHOOL SYSTEM

Dr. Don McNelly, Chairman

List any strong points of the placement program that you are able to observe during the evaluation.

1.

2.

3.

4.

5.

List any areas in which you feel the guidance and placement program is weak and offer any suggestions for its improvement.

1.

2.

3.

4.

5.

Please give your overall reaction to the total placement program.

ENCLOSURE 9

JOB PLACEMENT

Greeneville-Greene County Schools

Cumulative Report for Fiscal Year 1980

September 30, 1980

	Placements		Earnings	
Greeneville-Greene County Vocational School				
Cooperative Education: Placements related to vocational class.	106		$389,199	
Work experience with pay.	103		318,572	
TOTAL.		209		$707,771
Home Schools (5)				
Distributive Education: Cooperative.	151		355,302	
Industrial Cooperative Education.	100		234,954	
Work experience with pay	151		241,867	
TOTAL		251		$832,123
All Schools				
CETA: . County. 163			98,495	
City. 21			33,369	
TOTAL	184			$131,864
Work/Study, County	36			$ 8,171
Graduates.	26			$118,961
TOTAL.		246		
GRAND TOTALS		706		$1,798,890

ENCLOSURE 10

FOLLOW-UP
1979 VOCATIONAL GRADUATES
GREENEVILLE-GREENE COUNTY SCHOOLS

VOCATIONAL PROGRAM	Ag.	Air Cond.	Auto Body	Auto Mech.	Bldg. Trade	Child Care	Comm. Graph.	Cosmetology	D.E.	Electricity	Electronics	Food Serv.	Health Occs.	Home Ec.	I.C.E.	Mach. Shop	Small Engs.	V.O.E. & D.P.	Welding	TOTALS	PERCENT
CONTINUING EDUCATION AT HIGHER LEVEL	9	1	1	1	1			1	17		1	1	1	17	7	1		1		60	18.40%
NOT AVAILABLE FOR PLACEMENT								2	1					4				1		8	2.45%
EMPLOYED IN FIELD OF TRAINING	7	3	4	5	9		4	4	37	5	1	2	9	11	17	1	5	13	5	142	43.56%
OTHER EMPLOYMENT	24	2	2	5	3		4	4	21	5		3	6	9					3	91	27.92%
MILITARY SERVICE	4		1								1									6	1.84%
UNEMPLOYED	1			1	1		2		4			3	2	2	2		1			19	5.83%
TOTALS	45	6	8	12	14		10	11	80	10	3	9	18	43	26	2	6	15	8	326	100%

FINAL EVALUATION REPORT

Greene County: An Exemplary Program In Vocational Education

Submitted By:

Don E. McNelly

Department of Vocational Education
University of Tennessee - Knoxville

Submitted To:

Floyd Sellers
Vocational Education Director
Greeneville - Greene County Tennessee

John Leeman
Assistant Commissioner
Vocational Technical Education
200 Cordell Hull Building
Nashville, Tennessee

Research Coordinating Unit
132 Cordell Hull Building
Nashville, Tennessee

October 1980

PREFACE

This report presents the extent of success achieved by the project in meeting the objectives as stated in the proposal.

The contents of this narrative are the judgements and evaluative data outcomes secured by the evaluator based on personal observations, interviews, and participation in various activities of the project. During the scope of this project specific instruments were designed to systematically secure unbiased, unfiltered data from students, employers and staff.

This exemplary funded program has attained all of the objectives that were in the proposal. Vocational education in Tennessee will benefit greatly from the experiences that were made a reality through the innovative efforts of the Greene County Vocational Education Exemplary Personnel. Other progressive educational systems will be able to adopt field tested ideas that are included in this project.

Don E. McNelly
External Evaluator
October 1980

INTRODUCTION

The Greene County - Greeneville Exemplary Funded Guidance and Placement Program has successfully attained all of its objectives. The project director, Mr. Floyd Sellers, has demonstrated his ability to put into practice innovative ideas and concepts that have matured into an Exemplary Guidance and Placement Program. Mr. Sellers has received recognition as the outstanding vocational education director in the State of Tennessee. His contribution to this project are most certainly a continuation of this unique program. He is to be congratulated for his continuous professional, untiring efforts in helping young people to experience a rewarding and more appropriate educational program.

Mr. J. Louis Byrd, the coordinator during the past three years, has operationalized, maintained and improved the overall delivery of this project. His professional contributions to the project success are many. His efforts have helped to materialize the ideas and concepts proposed in the project.

In keeping with contemporary evaluation procedures, this evaluation report will attempt to assess the terminal worth of the project. The emphasis is focused on the summative aspects of the project.

I. The overall objective of the program was to provide a full range of vocational guidance, placement and follow-up services to the schools for the benefit of the students.

1.1. The totatality of program success leads this evaluator to conclude that this broad encompassing objective has been attained.

1.2. The personnel involved in this project have been well qualified to conduct such a program.

1.3. The Greeneville - Greene County Schools have provided the local understanding and support which enables innovative programs to be developed. This project would not have been possible without the encouragement and support of the administration from the two systems.

II. Specific Objectives:

II.1. To assure the opportunity for all students to gain an entry level marketable skill prior to leaving school.

Response: The vocational education facility is operating at full capacity for the secondary students. Three additional programs have been initiated and all programs have full enrollment.

Status: Objective 11.1. achieved.

II.2. To provide all vocational students completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

Response: All secondary vocational education students are now able to experience specific instruction pertaining to employment or to pursue further education.

Status: Objective II.2. achieved.

II.3. To provide services for placing every graduating senior in the next step of their vocational development whether it be employment or further education.

Response: The placement program is perhaps the most impressive phase of this exemplary project. The number of students placed plus their earnings are exceptional. The evaluator does not know of one person that failed to receive services under this objective.

Status: Objective II.3. achieved.

II.4. To build the vocational programs ulitization and coordination of all community resources.

Response: An exhaustive survey was conducted and reported in one bound volumn of all community resources. This does provide educational planners as well as the community agencies a most reliable up-to-date reference as how to best help the students.

Status: Objective II.4. achieved.

II.5. To increase the educational and vocational options available to all students through a flexible vocational education program which facilitates entrance and re-entrance either into the "world of work" or the educational system.

Response: Additional programs are now available to the students. Several inefficient programs were closed which did facilitate the increase as listed in the objective. The placement program has a variety of cooperative or work experience programs now in operation that are orchestrated for maximum benefit to the students. An orientation program has been initiated which greatly increases the valadity of program selection.

Status: Objective II.5. achieved.

II.6. To provide a vocational information service to all students and educators.

Response: A handbook is available for all students pertaining to vocational education and job placement. Employment information is channeled to educators who in turn incorporate this into their lessons. A vocational counselor is available to assist and work with individuals and groups.

Status: Objective II.6. achieved.

II.7. To unify all placement efforts around a vocational development theme based on each individual student's life goals.

Response: Employers in the community are now contracting the central placement coordinators office. This procedure does enable the placement of specific students into specific jobs. The employers are able to reduce the time involved in hiring a student from vocational education because they do not have a multitude of teachers or students to wade through. A job placement is channeled to the proper vocational instructor who in turn is able to interact with respect to job readiness, maturity or vocational development.

Status: Objective II.7. achieved.

II.8. To provide a program to comply with Title IX regulations in an effort to eliminate sex - sterotyping or bias.

Response: All pertinent Title IX information has been circulated to the vocational instructors. Inservice has been conducted with the vocational instructors on the elimination of sex sterotyping in recruiting students, in classroom materials and general conduct of the program. The enrollment of non traditional students into some programs is not at the level desired by the local director but improvement has been experienced and continues to be stressed.

Status: Objective II.8. achieved.

PRODUCTS AND/OR PROCEDURES

A variety of handbook, pamplets, brochures and memorandum have been developed and are included as a part of their final report. Other systems may wish to adopt or change any or all of these materials for use in their respective schools.

Instrumentation

Eight specific instruments were developed to secure data in a professional systematic manner. The data collected from these instruments have been reported in an earlier report. Copies of these instruments are included in a seperate appendix as follows:

Appendix A	Faculty Survey
Appendix B	Business Survey
Appendix C	Student Survey
Appendix D	Parent Survey
Appendix E	Employer Follow-Up
Appendix F	Student Follow-Up
Appendix G	Student Appraisal of Program
Appendix H	Faculty Program Reactions

Handbooks

A Training Sponsors Handbook has been developed which is provided each cooperating employer. This handbook does allow a busy business executive all the pertinent information needed to hire a student and participate with the schools. See Appendix I.

The Student/Teacher Handbook is available to all vocational teachers and their students. This handbook helps the vocational teachers to properly prepare the students for entry into paid employment. Many creative illustrations assist in getting the main ideas across. See Appendix J.

A Youth Employment Training Program (YETP) is operational and does provide transitional services. The transitional services are complementrary to a full spectrum of vocational education programs. The Transition Services handbook may be found in Appendix K.

One handbook on vocational education does provide outside personnel the opportunity to learn about all of the current programs with job placement services. This handbook does provide an adequate brief discription on each major component. See Appendix L.

The Guide to Community Services handbook provides a comprehensive list of all agencies offering human services. A brief description is included on each community program and allows any reader a quick identification of appropriate agencies. This handbook may be found in Appendix M.

A student handbook has been prepared to assist all students in learnign about vocational education in general and specifically what is involved in Greeneville and Greene County Schools. This handbook does provide in one small package information ranging from the philosophy of the center to what is expected of the students. See Appendix N.

Working Papers

A complete set of working papers - forms are included to assist other systems that desire to implement a placement program. Included with this seciton is the information and grievance procedure to be followed pertaining to Title IX. See Appendix O.

Job Placement Cumulative Report for Fiscal Year 1980.

This report presents on one page the number of placements, the programs involved and the students earnings. Perhaps this is the most impressive section to be presented. A total of 706 students were placed with combined earnings of $1,798,890.00. These figures quickly illustrate what can be accomplished by an orchestrated Job Placement program. See Appendix P.

Follow-Up of 1979 Vocational Graduates

This one page graphically illustrates what became of the graduates. A total of 326 vocational education students graduated. Several percentages are very meaningful especially in light of current employment statistics. Only 5.83% of the graduates were unemployed. On the national level one can quickly appreciate how very low this figure is when almost 16 percent of the young people this age are unemployed. Only 2.45% of the graduates were unavailable for employment for a variety of reasons. Seventy one percent (71.48%) of the graduates were gainfully employed following graduation. See Appendix Q.

Business - Industry
Job Placement Survey

A comprehensive survey was conducted for the Greeneville - Greene County area. This comprehensive survey was one of the first to be conducted for the specific purposes of job placements. The information secured from all employers in the area enables the educational program planners a reliable report upon which to make future vocational education decisions. This type of comprehensive survey is costly to conduct in terms of time and effort. In order for other systems to attempt such an effort, much preliminary planning for coordination and operation are mandated. Committment is required from the administraiton to provide adequate resources before considering a similar effort in another system. See Appendix R.

Brochures

Two brochures were developed to provide information to interested publics. These brochures enable information to be dissiminated quickly and accurately to a large general audience. Both the vocational placement program brochure and an Introduction to the Greeneville - Greene County Vocational Center may be found in Appendix S.

Monthly Publication

The Vocational Star is published by the vocational programs. All of the work was conducted by the vocational programs students. Other systems with a commercial graphics class could produce a similar monthly publication. See Appendix T.

CONCLUSIONS AND RECOMMENDATIONS

1. The Greeneville - Greene County RCU Exemplary program has the potential to assist other vocational education programs in Tennessee. This program may be replicated in other systems with appropriate mini-conferences and workshops. It is possible for other systems to benefit from this project but without in-service or pre-service programs the success in the other systems will not be at their maximum. Adequate funding must be made available in a similar manner as with this program.
2. The project staff have presented at many state and local activities. A slide tape presentation has been developed to assist all students in vocational program selection. One of the outcomes of this slide tape presentation is a better informed student body with respect to the vocational programs which has helped to bring about the classes having more motivated students. The slide tape presentation is an effective part of a total guidance placement program. It is recommended that other systems should develop a slide tape presentation of their respective programs with local teachers and students as the subjects in each slide.
3. The information dissimination efforts which include the brochures, handbooks, the monthly Vocational Star, coupled with the slide tape presentation have greatly increased the total awareness in the business and educational community about vocational education. One of the results of these efforts has been the vocational programs operating at full capacity for the first time.

The vocational programs are enjoying better participation from all schools in the Greeneville - Greene County School systems. There seems to be a better understanding of the linking relationships between industry to education which includes adult and CETA programs. It is recommended that other systems desiring a better comprehensive understanding of vocational education to industry conduct a survey to ascertain the barriers and facililators that currently exist at the local level. An analysis should enable other systems which type of activities would result in the maximum benefit desired.

4. The funding for job placement activities has enabled vocational education to properly coordinate the placement of vocational education students into meaningful jobs. The team concept is functional and does provide for maximum job placement effectiveness. The channeling of placement activities through one central office has brought about better coordination between industry and vocational education. The job placement coordinator is a certified Distributive Educator coordinator which has greatly facilitated the operationalization of the job placement program. It is recommended that other systems desiring to initiate a similar job placement program to seriously consider staff with coordination background or certification. Funding for these positions should be considered by the state to assure the legitimacy of the position.

5. The project has readily shared the materials and working papers at state wide group presentations as well as to individual requests. The state should evaluate all information dissimination pieces to select for future centralized state funded publication.

6. This program has been subjected to monitoring and evaluation from several levels. Many evaluation forms have been developed to measure impact from several points of perspective, namely, the students, teachers and employers. These evaluation forms may be modified to measure selected state wide objectives. It is recommended that a state wide system of evaluation be implemented on future funded programs.

7. The project has been active in implementing Title IX. Title IX mandates and regulations have been incorporated into all services which include recruiting students, and placing students into classes on jobs. This type of objective usually takes years to go from forced compliance to a true change of attitude and operation. It is recommended that future funded programs be required to include Title IX into their guidance and placement programs.

8. The students in the Greeneville and Greene County School system are enjoying a more appropriate education. There seems to be a better match between individual interest and abilities to vocational programs selected. The counselors have more information to assist the students with their decisions pertaining to vocational program selection. The vocational students are able to enjoy a cap stone experience of being placed into employment. It is recommended that the state consider the successes enjoyed by these students and establish some formula to find other programs.

APPENDIX A

6

GREENEVILLE–GREENE COUNTY SCHOOLS
VOCATIONAL EDUCATION

FACULTY SURVEY

The information you supply for this instrument is completely confidential. All results will be summarized by school, by subgroups, and as a total group. Please respond to each item.

I. GENERAL INFORMATION

A. School: ______________________________

B. Position: (circle one) Teacher Vocational Teacher Guidance Counselor
Principal Librarian Other ______________

C. Grade levels you teach: (circle one or more) 9 10 11 12

D. Subject matter you teach: ____________ ______________________
____

E. Years of experience: (circle one) 0--3 4--6 7--9 10+

F. Your educational level: (circle one) BS MS MS+45 EdS PhD

II. ATTITUDINAL STATEMENTS

Listed below are some statements about vocational education. Circle the number for the extent to which you agree or disagree with the statement. Please respond to each item.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1.	Vocational education should be an integral part of a student's secondary education.	1	2	3	4
2.	It is the responsibility of public education to teach entry-level skills for specific occupations.	1	2	3	4
3.	It is the responsibility of public education only to prepare students for college entry.	1	2	3	4
4.	It is the responsibility of public education to prepare students to enter the world of work as well as to enter college or other life pursuits.	1	2	3	4
5.	Training for entry-level skills should be provided for by business and industry.	1	2	3	4
6.	Vocational education would benefit students in obtaining jobs.	1	2	3	4
7.	Vocational education would benefit students in successful job performance.	1	2	3	4
8.	Vocational education is appropriate for students of low academic performance.	1	2	3	4
9.	Vocational education is appropriate for students with educational learning disabilities.	1	2	3	4
10.	Vocational education is appropriate for students who are potential "drop outs".	1	2	3	4
11.	Vocational education is appropriate for all students.	1	2	3	4
12.	Vocational education is appropriate for students who possess a variety of skills, abilities, and aptitudes.	1	2	3	4
13.	Vocational education would contribute to success factors on the job.	1	2	3	4
14.	The attitudes of students toward vocational education influences the participation in vocational courses.	1	2	3	4
15.	The attitudes of parents toward vocational education influences the participation in vocational courses.	1	2	3	4

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
16.	The attitudes of school personnel toward vocational education influences the participation in vocational courses.	1	2	3	4
17.	The attitudes of business toward vocational education influences the participation in vocational courses.	1	2	3	4
18.	Vocational training gives high school graduates a means to become financially independent.	1	2	3	4
19.	Students at the 9th and 10th grade levels are too young to make wise occupational choices.	1	2	3	4
20.	Students at the 11th and 12th grade levels are too young to make wise occupational choices.	1	2	3	4
21.	Vocational education would be of more benefit to students at a post-secondary level.	1	2	3	4
22.	Vocational education helps students make sound career and job choices.	1	2	3	4
23.	Vocational education conflicts with general education objectives of citizenship and family responsibility.	1	2	3	4
24.	Vocational education conflicts with general education objectives of broad knowledge base.	1	2	3	4
25.	Every teacher has the obligation to help students make occupational choices.	1	2	3	4
26.	Guidance counselors are primarily responsible for helping students make occupational choices.	1	2	3	4
27.	Present school programs are effective in helping students make occupational choices.	1	2	3	4
28.	Vocational training is more effective in courses given in the home high school.	1	2	3	4
29.	Vocational training is more effective in courses given at a vocational center.	1	2	3	4
30.	A well organized vocational program would reduce the drop-out rate.	1	2	3	4
31.	Every educational subject is in some ways a vocational subject.	1	2	3	4
32.	Every teacher has the obligation to help students make decisions for their futures.	1	2	3	4

(continued)

III. PERSONAL STATEMENT

Please make additional comments concerning vocational education: opinions, programs, curriculum, changes needed . . .

APPENDIX B

7

GREENEVILLE–GREENE COUNTY SCHOOLS
VOCATIONAL EDUCATION

BUSINESS SURVEY

[redacted]

The information you supply for this instrument is completely confidential. All results will be summarized by business and as a total group. Please respond to each item.

I. GENERAL INFORMATION

A. Name of business: ______________________________

B. Position: ______________________________

II. PERSONAL STATEMENT

In my opinion, the responsibility of vocational education to business is:

____

____

____

III. ATTITUDINAL STATEMENTS

Listed in this part of the instrument are some statements about vocational education. Circle the number for the extent to which you agree or disagree with each statement.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
1.	Vocational education helps students to "bridge the gap" between education and the "world of work".	1	2	3	4	5
2.	Vocational education has a vital role in providing skilled applicants for job positions in business.	1	2	3	4	5
3.	Vocational education is serving a group of students who possess a variety of skills, abilities, and knowledge levels.	1	2	3	4	5

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
4.	Vocational education is adequately meeting the needs of the business community by equipping students with needed job skills.	1	2	3	4	5
5.	Vocational training is not really necessary for entering the world of work.	1	2	3	4	5
6.	Vocational students are lacking specific entry-level skills which are needed in available job positions.	1	2	3	4	5
7.	Vocational students develop additional job skills more readily than non-vocational employees.	1	2	3	4	5
8.	Vocational education is teaching up-to-date job skills to meet the needs of the present business environment.	1	2	3	4	5
9.	The skills and competencies of vocationally trained students match the employer's expectations for entry-level abilities.	1	2	3	4	5
10.	Vocational education is adequately preparing students with entry-level skills for entering the "work world".	1	2	3	4	5
11.	Vocational education prepares students with a variety of job skills so that they can work successfully in a variety of jobs.	1	2	3	4	5
12.	Vocational education deals only with students of low abilities and aptitudes.	1	2	3	4	5
13.	Vocational training is often outdated and outmoded training.	1	2	3	4	5
14.	Job training through vocational education is too narrow and specific to benefit employees on the job.	1	2	3	4	5
15.	Business would rather provide for entry-level training on the job.	1	2	3	4	5
16.	Business would rather hire a person with vocational training than a person with no training.	1	2	3	4	5

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
17.	Business would rather hire a person with actual work experience than a person with vocational experience.	1	2	3	4	5
18.	Vocational students learn additional job skills at the same pace as non-vocational employees.	1	2	3	4	5
19.	Vocational students have more of a desire to work than those with no vocational training.	1	2	3	4	5
20.	Vocational students leave a better impression during job interviews than potential employees who have not had vocational training.	1	2	3	4	5
21.	Vocational students know more about filling out job applications than those applicants who have not had vocational courses.	1	2	3	4	5
22.	Vocational students make the transition into the "world of work" more easily than other employees.	1	2	3	4	5
23.	Vocational students who apply for job positions in business seem to possess a variety of abilities and skills.	1	2	3	4	5
[illegible]	Vocational students are easier to train for specific job tasks in business than are employees with no vocational training.	1	2	3	4	5
25.	Vocational students have good work habits.	1	2	3	4	5
26.	Vocational students have positive work attitudes.	1	2	3	4	5
27.	Vocational students have better work habits than those employees who have not had vocational training.	1	2	3	4	5
28.	Vocational students have better work attitudes than those employees who have not had vocational training.	1	2	3	4	5
29.	Vocational students have "a job means a paycheck" attitude.	1	2	3	4	5
30.	Vocational students are more easily placed in business than potential employees who have not participated in vocational courses.	1	2	3	4	5

(continued)

IV. PERSONAL STATEMENT

Please make additional comments concerning vocational education: opinions, programs, curriculum, changes needed . . .

APPENDIX C

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GREENEVILLE–GREENE COUNTY SCHOOLS
VOCATIONAL EDUCATION

STUDENT SURVEY

I. GENERAL INFORMATION

A. Name of School ______________________________

B. Grade level: (circle one) 9 10 11 12

C. Sex: (circle) Male Female

II. ATTITUDINAL STATEMENTS

The statements below concern your decisions and opinions about work, jobs, and vocational training. Circle either Yes, No, or Uncertain as it applies to your situation.

1.	I have made decisions about my future career.	Yes	No	Uncertain
2.	My parents influenced my decision about a career.	Yes	No	Uncertain
3.	My friends influenced my decision about a career.	Yes	No	Uncertain
4.	My teachers influenced my decision about a career.	Yes	No	Uncertain
5.	My guidance counselors influenced my decision about a career.	Yes	No	Uncertain
[illegible].	I made my career decisions myself, without any influences.	Yes	No	Uncertain
7.	I believe that work skills for future jobs should be learned during my high school years.	Yes	No	Uncertain
8.	I believe that training offered in vocational subjects is related to skills I will need in my future job.	Yes	No	Uncertain
9.	I believe that training offered in vocational subjects is necessary for success in my future job.	Yes	No	Uncertain
10.	I would enroll in vocational subjects if they were related to my future job.	Yes	No	Uncertain
11.	I would enroll in a vocational subject if I was insured a part-time job during high school.	Yes	No	Uncertain
12.	I would enroll in a vocational subject if I was insured a good paying job after high school.	Yes	No	Uncertain

III. VOCATIONAL EDUCATION

The following statements ask for your opinions and knowledge about vocational education. Read each question carefully before answering. Please respond to each item.

1. Most of the information I know about vocational subjects I learned from the following sources: (circle one or more)

My high school teachers
Vocational teachers
Guidance counselors
Career Education courses
Vocational orientation programs
Friends
Vocational students
Parents

Other: ____
____

2. I think Vocational Education is good because:

____
____
____

3. I think Vocational Education is bad because:

____
____
____

4.

I have enrolled in a vocational course in my home high school.	I have enrolled in a vocational course at the Greeneville-Greene County Vocational Center.
Yes No	Yes No

Which subjects did you take?

Home High School	Greeneville-Greene County Vocational Center
___ Agriculture	
___ Bookkeeping	____________________
___ Business	
___ Distributive Education	____________________
___ Home Economics	
___ Industrial Arts	____________________
___ Shorthand	
___ Typing	

If Yes, why did you enroll?

____

____

____

5. I will enroll in a vocational course in my home high school.	I will enroll in a vocational course at the Greeneville-Greene County Vocational Center.
Yes No	Yes No

If Yes, why do you plan to enroll?

____

____

6. I have not enrolled in any vocational courses because: (check one or more)

___ I am not interested in vocational subjects.
___ I do not know much about vocational courses.
___ I do not know who to ask about enrolling in vocational courses.
___ My schedule does not allow time for vocational subjects.
___ Vocational subjects are not related to my career plans.

Other: ______________________________________

____

7. I have not enrolled in vocational courses at the Greeneville-Greene County Vocational Center because:

___ The 3-hour vocational courses are too long.
___ I will miss student activities in my home high school.
___ I do not like to ride the bus to the vocational center.
___ I do not like the students at the vocational center.
___ There are too many problems in meeting classes at the vocational center and in my home high school.

Other: ______________________________________

____

8. I would enroll in a vocational course at the Greeneville-Greene County Vocational Center if I could make these changes:

____

____

____

9. If I could take any subjects offered for vocational training, I would like to take:

____

____

____

10. If you are a student at the Greeneville-Greene County Vocational Center, please make additional comments about any special problems you are having during your school day.

____

____

____

____

____

APPENDIX D

822

9

GREENEVILLE–GREENE COUNTY SCHOOLS
VOCATIONAL EDUCATION

PARENT SURVEY

The information you supply for this instrument is completely confidential. All results will be summarized by corresponding student responses and as a total group. Please respond to each item.

Have you talked with your children about jobs after high school? Yes No

2. Have you helped your children plan for a future after high school graduation? Yes No

3. Is your child's home school helping students to make career decisions? Yes No

4. Do you think the school system should assume responsibility for helping students choose future careers? Yes No

5. Do you think your child would benefit from a vocational education? Yes No

Why? -or Why not? ______________________________

____

____

6. Do you have children who are now enrolled in a vocational program?

Yes No

Do you have older children who have graduated from a vocational program?

Yes No

If Yes, what is your opinion of their vocational training? .

____

____

____

7. What should vocational education do for a high school student?

____

____

____

8. How important is vocational education to one's future job success?

____ Very important
____ Fairly important
____ Not too important

9. My knowledge of vocational education is:

____ A great amount
____ Average amount
____ A little amount
____ None at all

10. The Greeneville-Greene County schools should stress courses which help students identify possible career choices ____ more /or/ ____ less.

Why? ______________________________

____

____

11. The Greeneville-Greene County schools should stress vocational courses ____ more /or/ ____ less.

Why? ______________________________

____

____

2. My opinion of vocational education in my child's home school is:

____ Of great value to students
____ Of some value to students
____ Of little value to students
____ Of no value to students

13. My opinion of the Greeneville-Greene County Vocational Center is:

____ Of great value to students
____ Of some value to students
____ Of little value to students
____ Of no value to students

Comments: ______________________________

____

____

14. What are the sources you use to judge the quality of vocational education in this community? (Check one or more)

____ Newspaper
____ Radio
____ Opinions of teachers
____ Opinions of parents
____ Your children's opinions
____ Other children's opinions
____ Your friends opinions
____ Opinions of business

Other ______________________________

____

5. How could vocational education be improved in Greene County?

____

____

____

16. Would you like to know more about vocational education in this community? ____ Yes / ____ No

If Yes, check which method(s) of communication you prefer:

____ Newsletter
____ Brochures and Phamphlets
____ PTA Programs, Open House
____ Home Visits
____ Newspaper
____ Radio

Other ______________________________

____

APPENDIX E

10

VOCATIONAL EDUCATION PLACEMENT PROGRAM ASSESSMENT

Effort is currently in progress to evaluate the effectiveness of the placement program. ______________________________ has listed your firm as their employer. Please provide the information requested. No firm names or individual names will be reported. The only information that will be disseminated will be in statistical form.

1. Have you hired high school students before? Yes ( ) No ( )

2. Have you hired students from high school vocational education programs before? Yes ( ) No ( )

3. Would you have known about the above named student without the assistance of the placement coordinator? Yes ( ) No ( )

4. Would you have hired the above named student without the assistance of the placement coordinator? Yes ( ) No ( )

5. Will you request another vocational education student for employment when the next proper opening occurs? Yes ( ) No ( )

   If your response to statement five was no, please state your reason or reasons:

   ____

   ____

6. In your opinion did the above named employee's training in vocational education decrease:

   a) The average employee training time? Yes ( ) No ( )
   b) The average employee training costs? Yes ( ) No ( )

7. a) Was the training time about the same for the above named vocational education student as for other beginning employees from high school? Yes ( ) No ( )

   b) If no, less ____________________ or more ________________________.

8. a) Was the training costs about the same for the above named vocational education student as for other beginning employees from high school? Yes ( ) No ( )

   b) If no, less ____________________ or more ________________________.

9. How would you rate the quality of work of the above named employee to others without the vocational high school training. (Select only one.)

   a) above, b) below, c) about the same.

APPENDIX F

VOCATIONAL EDUCATION FOLLOW-UP

I. General Information

1. Which secondary vocational program did you take? (Mark one only.)

_____Vocational Agriculture _____Home Economics Education

_____Distributive Education _____Office Education

_____Health Education

_____Trade and Industrial. Specify:____.
(Example: Auto Mechanics, Cosmetology.)

2. Did you complete the above selected secondary vocational program? Yes ( ) No ( )

If yes = What year did you complete the program? (Write in the year) 19_____.

If no = a) What year did you leave the program? (Write in the year) 19_____.

b) What percentage of the program did you complete? (Select only one.)

_____25% or less _____26-50% _____51-75% _____Over 75%

3. What was your reason for enrolling in the vocational course? (Rank from first to last reason.)

_____ a) Easy credit.
_____ b) To prepare for a career.
_____ c) Didn't like anything else being offered.
_____ d) Counselor talked me into enrolling.
_____ e) Vocational teacher talked me into enrolling.
_____ f) I really didn't know what to select.

II. Employment Experience Since Leaving School

1. How many full time jobs, including your present job have you had since leaving the vocational program? (Select only one.)

_____one _____two _____three _____four _____five _____six or more

2. How many part time jobs have you had since leaving the vocational program?

_____one _____two _____three _____four _____five _____six or more

3. What is your current employment situation? (Select only one.)

_____unemployed _____employed

III. If currently employed, please respond to the following with the correct response marked with an X.

	Yes	No
a) I have not tried to find employment that is related to the vocational program.	( )	( )
b) I have tried but cannot find employment that I was prepared for by the vocational program.	( )	( )
c) My current job is not related to the high school vocational program.	( )	( )
d) My current job is related to the high school vocational program.	( )	( )
e) In comparison to the equipment used on your present job, how would you rate your vocational school equipment? (Please select the correct yes or no response.)		
Equipment at school superior to on the job.	( )	( )
Equipment at school similar to on the job.	( )	( )
Equipment at school inferior to on the job.	( )	( )
Present job is not related to the vocational course I took in school.	( )	( )
f) If the equipment at school was not similar to that on the job did this cause you trouble on the job.	( )	( )

g) Extent of relationship of current job to vocational program. (Select one.)

( ) 25% or less ( ) 26%-50% ( ) 51%-75% ( ) 75%-100%

IV. ____I was offered a job that is related to my vocational preparation but I refused to take it because: (you may select more than one of the following).

	Yes	No
a) I would have had to move from my local community to take the job.	( )	( )
b) The pay available was less than what I would earn on this job.	( )	( )
c) My spouse had a job in our current location that prohibited me from taking the job.	( )	( )
d) I did not intend on taking the job because of other occupational interest.	( )	( )
e) I already had a job in another area that I liked better than the one offered to me that was related to the vocational program.	( )	( )

f) Other - Please specify:________________________________.

V. ____If currently unemployed, please select the appropriate response. (You may select more than one by marking an X in front.)

_____ Married. Full time homemaker.

_____ Pregnant. Temporarily unemployed.

_____ I have not looked for work since graduation.

_____ I do not plan on holding a job for a while.

_____ Employment was available but not in the areas I was prepared for by the vocational program.

_____ I have refused employment in the area I was prepared for by the vocational program.

_____ I am not going to work in the area of training that the vocational program prepared me for. Please state reason.________________________________

_____ Illness.

_____ Currently serving in military.

_____ I am in school full time and not interested in employment at this time.

_____ I have worked on jobs that were in the area of vocational preparation. If you selected this response--please state the number of jobs you have held______that were related to the vocational program.
Number

VI. What further education have you received since attending the secondary vocational program?

For each one marked on the left, please select the appropriate response. This response should show how closely related the educational program was to your vocational program.

(You may select more than one.)	None	25% or less	26-50%	51-75%	75-100%
_____ Apprenticeship	( )	( )	( )	( )	( )
_____ Business College	( )	( )	( )	( )	( )
_____ Public Area Vocational School	( )	( )	( )	( )	( )
_____ Junior College	( )	( )	( )	( )	( )
_____ University or College	( )	( )	( )	( )	( )
_____ Military Occupational Training	( )	( )	( )	( )	( )
_____ OJT On-The-Job Training (employer sponsored)	( )	( )	( )	( )	( )
_____ Other - Specify	( )	( )	( )	( )	( )
_____ None	( )	( )	( )	( )	( )

VII. Attitudes Toward Your Vocational Education

1. Considering all of your occupational experiences since leaving school, how well do you feel your vocational program prepared you? (Select only one.)

_____well prepared _____satisfactorily prepared _____inadequately prepared

	Excellent	Above Average	Average	Below Average	Poor
2. How would you rate the knowledge your vocational instructors possessed about the subject matter?	( )	( )	( )	( )	( )
3. How would you rate the extent to which the vocational instruction was up to date?	( )	( )	( )	( )	( )
4. How would you rate the interest shown by the vocational instructor in your work and progress while in school?	( )	( )	( )	( )	( )
5. How would you rate the interest shown by the vocational instructor in your work and progress since leaving school?	( )	( )	( )	( )	( )
6. How would you rate the efforts of the vocational instructor to assist you in getting your first job?	( )	( )	(●)	( )	( )
7. How would you rate the efforts of the vocational instructor to assist you in getting employment after you left school?	( )	( )	( )	( )	( )
8. How would you rate the efforts of the placement coordinator in assisting you in getting your first job?	( )	( )	( )	( )	( )
9. How would you rate the efforts of the placement coordinator in assisting you in getting a job since leaving school?	( )	( )	( )	( )	( )
10. To what extent did the vocational program prepare you to work with your supervisors?	( )	( )	( )	( )	( )
11. To what extent did the vocational program prepare you to work with fellow employers?	( )	( )	( )	( )	( )
12. How would you rate the efforts of a counselor to assist you in getting your first job?	( )	( )	( )	( )	( )
13. How would you rate the efforts of a counselor to assist you in getting employment since leaving high school?	( )	( )	( )	( )	( )
14. How would you rate the efforts of a counselor to assist you in selecting a vocational program.	( )	( )	( )	( )	( )

APPENDIX G

GREEN COUNTY
STUDENT APPRAISAL OF GUIDANCE-PLACEMENT PROGRAM

This questionnaire is designed to secure information about the Guidance-Placement Program. Please respond to each statement. There are no right or wrong answers. The information provided will be incorporated into the total evaluation of the program.

		Yes	No
1.	Were you given any assistance in selecting programs by the guidance-placement program staff?	( )	( )
2.	Was this assistance by the guidance-placement staff of value to you in your decisions about selecting vocational programs?	( )	( )
3.	Could you have made the proper decision about program selection without the assistance of the guidance-placement staff?	( )	( )
4.	Did the job placement coordinator assist you to gain knowledge about the world of work?	( )	( )
5.	Was the information about the world of work available to you before being exposed to the information furnished by the job placement coordinator?	( )	( )
6.	In your opinion, do you feel you would have gained the necessary knowledge about the world of work without the assistance of the job placement coordinator?	( )	( )
7.	Do you feel students could make better informed career decisions without the guidance-placement program?	( )	( )
8.	Do you feel the information provided to students was adequate pertaining to the Federal law in eliminating sex stereotyping?	( )	( )
9.	Has the guidance-placement program provided information to you about the Federal law in eliminating sex stereotyping?	( )	( )
10.	Are you aware of any students that have been placed into employment by the guidance-placement program?	( )	( )
11.	Did you seek assistance in securing job information from the guidance-placement program?	( )	( )
	If yes, was the results _____a) Helpful _____b) Not helpful		
12.	Did you seek assistance in securing employment from the guidance-placement program?	( )	( )
	If yes, was the results _____a) Helpful _____b) Not helpful		
13.	Did you seek information about more education?	( )	( )
	If yes, was the results _____a) Helpful _____b) Not helpful		

14. Did the guidance-placement program enable you to become more familiar with the following?

	Yes	No
a) businesses in the community	( )	( )
b) employment agencies	( )	( )
c) other educational programs	( )	( )
d) local employment opportunities	( )	( )
e) entry level skill requirements	( )	( )
f) vocational program courses	( )	( )
g) placement opportunities	( )	( )
h) job descriptions	( )	( )

15. In your own opinion, would you have gained the information provided by the guidance-placement program from other sources about the following?

	Yes	No
a) businesses in the community	( )	( )
b) employment agencies	( )	( )
c) other educational programs	( )	( )
d) local employment opportunities	( )	( )
e) entry level skill requirements	( )	( )
f) vocational program courses	( )	( )
g) placement opportunities	( )	( )
h) job descriptions	( )	( )

APPENDIX H

GREENEVILLE-GREENE COUNTY

This questionnaire is designed to systematically secure information pertaining to the Guidance-Placement Program funded by the Tennessee Research Coordinating Unit. Please respond to each statement. There are no right or wrong answers. The information provided will be incorporated into the total evaluation of the program.

	Yes	No
1. Are you aware of the special guidance placement program?	☐	☐
2. Do you feel the services they are providing are needed by the students?	☐	☐
3. Would you have provided the services on your own without the assistance of the funded program?	☐	☐
4. Do you feel your students are making better informed career decisions as a result of the guidance-placement program?	☐	☐
5. Do you feel your students could make better informed career decisions without the guidance-placement program?	☐	☐
6. In the event the guidance-placement program would not receive special state funding, would you advocate the funding from local sources?	☐	☐
7. Have you been provided with information and materials about the guidance-placement program?	☐	☐
8. Has this information caused you to change your opinion about vocational education?	☐	☐
9. If yes, please briefly state in which way:		
a) For vocational education	☐	☐
b) Against vocational education	☐	☐
10. Do you feel your students have benefited from the guidance-placement information provided you?	☐	☐
11. Are you aware of any course content changes that have been made in school courses that are the result of information provided by the guidance-placement program?	☐	☐
12. Has the guidance-placement program provided information to you about the federal law in eliminating sex stereotyping?	☐	☐
13. Has the guidance-placement program provided information to your students about the federal law in eliminating sex stereotyping?	☐	☐
14. Has the guidance-placement program provided information to the teachers about the federal law in eliminating sex stereotyping?	☐	☐
15. Would you have provided the federal law information in eliminating sex stereotyping without the assistance of the guidance-placement program?	☐	☐

	Yes	No
16. Are you aware of any students that have been placed into employment by the guidance-placement program?	( )	( )
17. Are you aware of the following information being provided to students by the guidance-placement program?		
a) Job description	( )	( )
b) Entry level employment requirements	( )	( )
c) Local occupational opportunities	( )	( )
18. Are your aware of the following information being provided to counselors?		
a) Job description	( )	( )
b) Entry level employment	( )	( )
c) Local occupational opportunities	( )	( )
19. Was the following information provided to students before the establishment of the guidance-placement program?		
a) Job descriptions	( )	( )
b) Entry level employment	( )	( )
c) Local occupational opportunities	( )	( )
20. Was the following information provided to counselors before the establishment of the guidance-placement program?		
a) Job description	( )	( )
b) Entry level employment	( )	( )
c) Local occupational opportunity	( )	( )

21. In your opinion, do you feel that the number of students placed into employment as a result of the guidance-placement program has been: (select only one response).

_____a) More than before _____b) About the same _____c) Less than before

22. In your opinion do you feel that the services provided by the guidance-placement program to students pursuing further education has been: (select only one response).

_____a) More than before _____b) About the same _____c) Less than before

23. Are you aware of community resourses being utilized to a greater extent by the vocational programs than before the establishment of the guidance-placement program?

Yes ( ) No ( )

APPENDIX I

Please see Enclosure 2
of the Basic Report

APPENDIX J

Please see Enclosure 1
of the Basic Report

APPENDIX K

TRANSITIONAL SERVICES

for the
Youth Employment Training
Program

Greeneville-Greene County
Vocational Center

For Further Information Please Contact
Susan Kenney, Terry Nieves, or Harold Patton
(615) 639-0286

FUNDED THROUGH CETA

TRANSITIONAL PROGRAM

1. The program is set up as a mobile unit of information on all pre-employment skills.

2. Students will be given COPS & CAPS.

3. The unit will be set up in one area high school at a time. A group of ten students will spend 1-1½ hrs. every day for six to ten consecutive days learning:

    a. how to set goals and achieve them.
    b. how to decide on a career.
    c. how to sell themselves to an employer.
        1. through resume
        2. application
        3. interview
        4. attitude or demeanor
    d. what experiences will be helpful in getting the job of their choice.
    e. what contacts will be helpful.

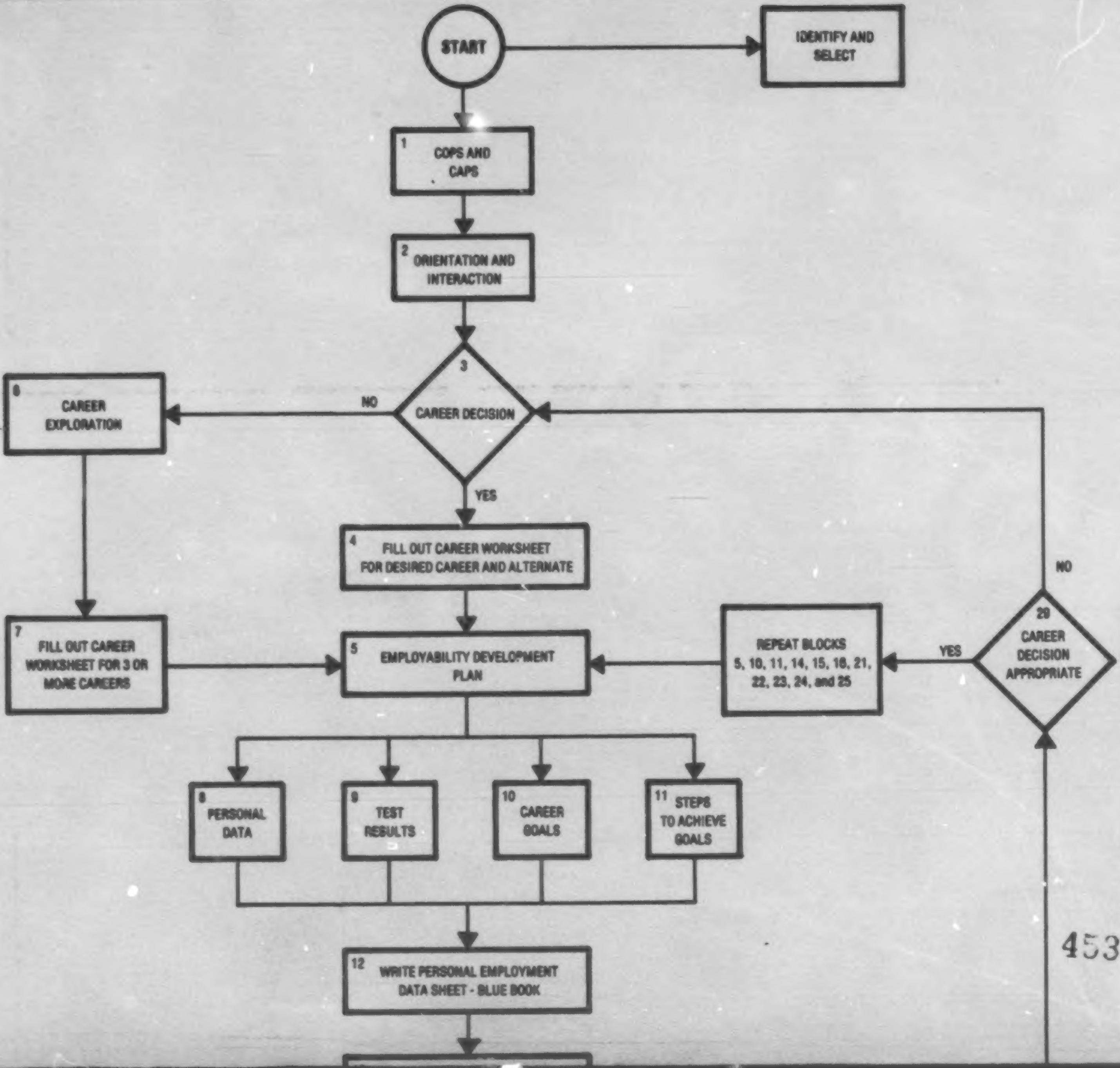
    There will be about five groups of students throughout the day. About fifty students will be targeted for each two week period. When all students are reached, the unit will move on to the next school spending approximately four weeks in each school.

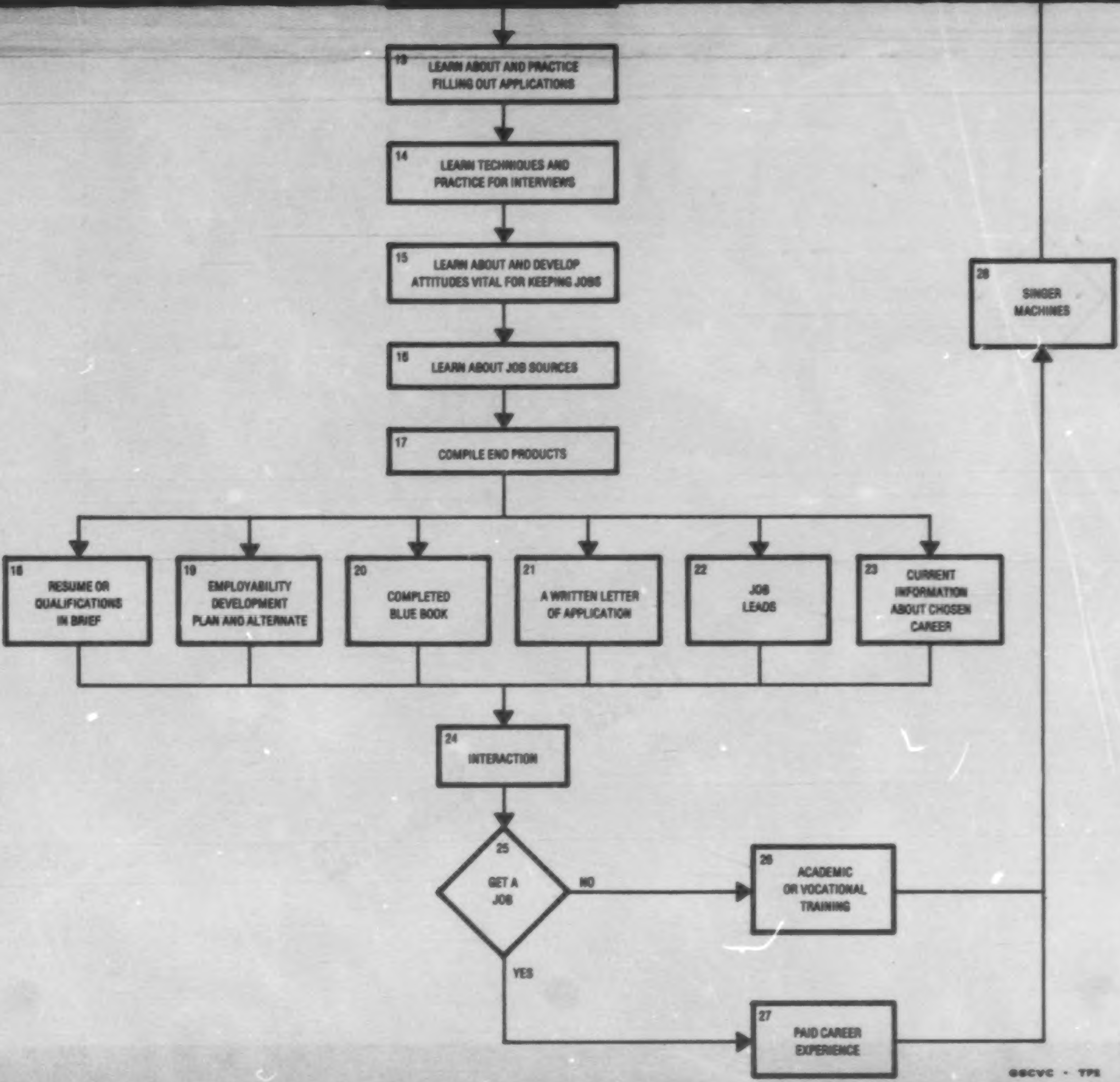
4. Each student will have a career employment plan and an alternate plan which will include:

    a. personal data.
    b. test results (COPS & CAPS)
    c. career goals.
    d. specific steps to achieve those goals

5. Some of the areas of instruction will be:

    a. deciding on a career.
    b. compiling a personal data sheet and filling out the small blue book, Finding and Getting a Job.
    c. How to locate jobs.
    d. filling out an application.
    e. the interview-how to prepare.
        1. appropriate dress
        2. appropriate behavior
        3. questions usually asked
        4. role playing interviews and satires "How not to interview, apply for, and act in a job", then critique
    f. hints on how to keep a job once you get one.
        1. importance of attitude, punctuality, dependability, asking for help, cooperation, honesty, and productivity
    g. how to understand a paycheck stub.
    h. how to budget.


START
IDENTIFY AND SELECT
1 COPS AND CAPS
2 ORIENTATION AND INTERACTION
3 CAREER DECISION
NO
6 CAREER EXPLORATION
YES
4 FILL OUT CAREER WORKSHEET FOR DESIRED CAREER AND ALTERNATE
7 FILL OUT CAREER WORKSHEET FOR 3 OR MORE CAREERS
5 EMPLOYABILITY DEVELOPMENT PLAN
REPEAT BLOCKS 5, 10, 11, 14, 15, 18, 21, 22, 23, 24, and 25
YES
29 CAREER DECISION APPROPRIATE
NO
8 PERSONAL DATA
9 TEST RESULTS
10 CAREER GOALS
11 STEPS TO ACHIEVE GOALS
12 WRITE PERSONAL EMPLOYMENT DATA SHEET - BLUE BOOK


13 LEARN ABOUT AND PRACTICE FILLING OUT APPLICATIONS
14 LEARN TECHNIQUES AND PRACTICE FOR INTERVIEWS
15 LEARN ABOUT AND DEVELOP ATTITUDES VITAL FOR KEEPING JOBS
16 LEARN ABOUT JOB SOURCES
17 COMPILE END PRODUCTS
18 RESUME OR QUALIFICATIONS IN BRIEF
19 EMPLOYABILITY DEVELOPMENT PLAN AND ALTERNATE
20 COMPLETED BLUE BOOK
21 A WRITTEN LETTER OF APPLICATION
22 JOB LEADS
23 CURRENT INFORMATION ABOUT CHOSEN CAREER
24 INTERACTION
25 GET A JOB
NO
YES
26 ACADEMIC OR VOCATIONAL TRAINING
27 PAID CAREER EXPERIENCE
28 SINGER MACHINES

GSCVC · TPI

TRANSITIONAL PROGRAM

Name ______________________ Social Security No. ______________

Entry Date ________________ Instructor ______________________

Termination Date ______________

Career Goal ____

Transitional Skills

Skills	Time Estimated	Date Started	Date Completed	Quality of Work
I. Orientation A. Introduction B. Rules & Regulations C. Forms D. Career Game E. Force Field Analysis F. Individual consultations concerning test scores and Career goals	2 hours			
II. How to Decide on a Career A. General information about Career Clusters B. Career work sheets for 2 or more Careers	2 hours			
III. Employability Development Plan	30 minutes			
IV. Personal Employment Data - Blue Book	30 - 45 minutes			
V. Applications and Resumes A. General Instructions B. Practice	45 minutes-1 hour			
VI. Interviewing Skills A. Hygiene-grooming and dress B. Attitude and behavior				

Skills	Time Estimated	Date Started	Date Completed	Quality of Work
C. Employer/Employee expectations D. Preparing for questions usually asked E. Role play interviews and Satire interviews on tape	1½ hours			
VII Job Leads A. Friends and Relatives B. Newspapers C. State Employment Office D. Teachers and Placement Directors E. Direct contact with business	30 minutes			
VIII Attitudes vital for keeping jobs A. Punctuality B. Dependability C. Human relations D. Requesting help E. Honesty F. Productivity G. Role playing job situations	1 hour			
IX Review and Revise Career Development Plan and make short term goals	1 hour			

CAREER WORKSHEET

Research one traditional and one non-traditional job you would consider.

Career Choice ______________________________________

D.O.T. Number ______________________________________

1. What does this person do?
2. What type of training is necessary for this career?
3. What are the advancement possibilities in this career?
4. What is the salary range in this occupation?
5. What is the future outlook for this occupation? Use the Occupational Outlook Handbook.
6. What are the working conditions?
7. Would you be working with people, facts and figures or machines?
8. Other than the training required, what types of skills would also be helpful in performing this job?
9. Describe the setting where you might be employed if hired in this occupation.
10. Do you think you would like working in this occupation? Yes_____ No ______ Why or why not?
11. If you made a career decision in favor of this career, what high school courses might be helpful to take?
12. If you made a career decision in favor of this career, what extracurricular activities might be helpful? (Please include work as an extracurricular activity).
13. Where might you write for more information about this career?
14. List your reference sources:
    1.
    2.
    3.
    4.

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15. What companies in this area would be likely to need someone having these skills?

16. Estimate the future opening in these firms for your occupation based on age of present employees and normal turnover, etc.

17. Clip newspaper and magazine articles that could affect employment in that career (eg. lay-offs or new discoveries, legislation, labor negotiations, etc.)

THE FORM WAS DEVELOPED FROM PART OF THE OAK RIDGE HIGH SCHOOL TRANSITIONAL PROGRAM.

ADDRESSES FOR CAREER INFORMATION ANSWERED

Allied Stored Marketing Corp.
1120 Ave. of the Americas
New York, NY 10036

American Ag. Economics Assoc.
Ag. Economics Dept.
University of Kentucky
Lexington, KY 40506

Amer. Assoc. Of Ophthalmologists
1100 17 St. N.W.
Washington, DC 20036

American Ceramic Soc.'
45 Ceramic Drive
Columbus, OH 43214

American Chiropractic Assoc.
2200 Grand Ave.
Des, Moines, IA 50312

Amer. College of Nurse-Midwives
1000 Vermont Ave N.W.
Washington, DC 20005

American College of Radiology
20 N. Wacker Dr.
Chicago, IL. 60611

American Correctional Assoc.
4221 Hartwic] Rd. Ste L208
College Park, MD 20740

Amer. Farm Bureau Federation
225 W. Touhy Ave
Park Ridge, IL 60068

Amer. Federation of TV and Radio Artists
1350 Ave. of the Americas
New York, NY 10019

American Forestry Assoc.
1319 18 St. N.W.
Wasington, DC 20036

American Medical Assoc.
535 N Dearborn St.
Chicago, IL 60610

Amer. Meteorological Soc.
45 Beacon St.
Boston, MA 02108

American Motors Corp.
14250 Pylmouth Rd
Detroit. MI 48232

American Newspaper Pulishers Assoc.
Box 17407
Washington, DC 20041

American Red Cross
National Headquarters
Washington, DC 20006

American Road Builders Assoc.
625 School St.
Washington, DC 20024

Amer. Soc. of Civil Engineers
345 E 47 St.
Champaign, IL 61820

Amer. Soc. of Heating, Refrigeration & Air Cond.
345 E 47 St.
New York, NY 10017

Amer.Soc. of Landscape & Architects
1750 Old Meadow Rd
McLean, Va 22101

Forging Industry Assoc.
55 Public Square
Cleveland, OH 44113

Foundry Educational Foundation
1138 Terminal Tower
Cleveland, OH 44113

General Motors Corp.
General Motors Bldg.
Detroit, MI 48202

Giant Food
P.O. Box 1804
Washington, DC 20013

Girl Scouts of the USA
830 Third Ave.
New York, NY 10022

Graphic Arts Technical Foundation
4615 Forbes Ave
Pittsburgh, PA 15213

Director of Education
Harry Lundeberg School
Piney Point, MD 20674

Hocking Techmical College
Route 1
Nelsonville, OH 45764

Institute of Traffic Satistics
1367 Laurel St.
San Carlos, CA

ADRESSES FOR CAREER INFORMATION ANSWERED (cont.)

I[illegible]ernational Assoc. Of Firefighters
1[illegible] New York Ave N.W.
Washington, DC 20006

International Brotherhood of Teamsters
25 Louisians Ave NW
Washington, DC 20001

International Consumer Credit
375 Jackson Ave
St. Louis MO 63130

American Dietetic Assoc
430 N Michigan Ave
Chicago, IL 60611

Amer. Soc. of Farm Managers
P O Box 6857-210 Clayton St
Denver, CO 80206

Assoc. Of Amer. Medical Colleges
1776 Massachusetts Ave NW
Washington, DC 20016

Assoc. Locksmiths of America
3003 Live Oak St
D[illegible]as, TX 75204

National Assoc. Of Schools of Music
11250 Roger Bacon Dr
Reston, VA 22080

Plastics Educational Foundation
1913 Central Ave
Albany, NY 12205

American Welding Society
2501 NW 7 St
Miami, FL 33125

Electronics Industries Assoc.
2001 Eye St.
Washington, DC 20006

Jockeys Guild
555 Fifth Ave
New York, NY 10017

S S. Kresge Co.
3100 W Big Beaver
Troy, MI 48084

N[illegible]l Assoc of Bank Women
11[illegible] E Wacker Dr
Chicago, IL 60601

National Assoc. of Plumbing-Heating
Cooling Contractors
1016 20 St. NW
Washington, DC 20036

Nat'l Assoc. for Practical Nurse
Education Service
122 E 42 St.
New York, NY 10017

Nat'l Assoc. of Printers and Lithographers
570 7 Ave.
New York, NY 10013

Nat'l Assoc. of Realtors
155 E. Superior St.
Chicago, IL 60611

Nat'l Electrical Contractors
7315 Wisconsin ve.
Washington, DC 20014

Nat'l Electric Sign Assoc.
2625 Butterfield Rd.
Oak Brook, IL 60521

Am. Alliance for Health, P.E.
Rec.and Dance
1900 Assoc. Dr.
Reston, VA 22091

Am. Medical Technologists
710 Higgins Rd.
Park Ridge, IL 60068

American Podiatry Assoc.
20 Chevy Chase Circle,NW
Washington, DC 20015

American Soc. of Clinical Pathologists
Board of Registry
P.O. Box 12270
Chicago, IL 60612

Am. Soc. of Heating, Refg,& Air
Conditioning Engineers
United Engineering Center
345 E. 47th St.
New York, NY 10017

Am. Stock Exchange Inc.
86 Trinity Place
New York, NY 10006

Int'l Woodworkers of America
1622 N. Lombard St.
Portland, Oregon 97217

ADDRESSES FOR CAREER INFORMATION NOT DELIVERABLE

Alliance for engineering in Medicine and Biology
5454 Wisconsin Ave.
Chevy Chase, MD 20015

American Bankers Association
1700 Pennsylvania Ave. Suite 650
Washington, DC 20006

American Dental Assistants Association
211 E. Chicago Ave.
Chicago, IL 60611

American Dental Hygienists Assoc.
211 E. Chicago Ave.
Chicago, IL 60611

Association of Industrial Advertisers
41 East 42nd St.
New York, NY 10017

American Industrial Hygiene Assoc.
665 Miller Rd.
Akron, OH 44313

American Assoc. of Industrial Nurses
79 Madison Ave.
New York, NY 10016

American Soc. for Information Science
1155 16 St. N.W.
Washington, Dc 20036

Council On Hotel, Restaurant and
Institutional Education
1522 K. St. N.W. Suite 746
Washington, DC 20005

Food And Nutrition Service
U.S. Dept. of Ag.
Washington, DC 20250

General Bldg. Contractors Assoc.
2 Penn Center Plaza
Philadelphia, PA 19102

Houston Chapter of the Soc. of CPA'S
606 Commerce and Industry Bldg.
Houston, TX 77002

International Chiropractors Assoc.
742 Brady St.
Davenport, IA 52803

National Assoc. of Hearing and Speech Agencies
814 Thayer Ave.
Silver Springs, MD 20910

Wisconsin State Employment Servic[illegible]
Occupational Analysis Field Center
310 Price Place
Madison, Wisconsin 53705

APPENDIX L

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VOCATIONAL EDUCATION

PROGRAM
AND JOB
DESCRIPTIONS
1980-81

VOCATIONAL EDUCATION

PROGRAM AND JOB DESCRIPTIONS

1980-81

Greeneville-Greene County Vocational Education
A department of the Greeneville-Greene County School Systems

Vocational Job Placement
Greeneville—Greene County Schools

The vocational job placement program is for students planning careers in all occupations either on a cooperative basis for credit in their vocational class, as work experience without credit, or as a full-time employee after graduation. Its primary purpose is to provide on-the-job training in the student's vocational subject area.

Cooperative education is offered to qualified juniors and seniors at the Greeneville—Greene County Vocational School in all vocational offerings except cosmetology.

Industrial cooperative education is available at Greeneville High School.

Distributive education is provided at each county high school.

All of these permit the student to alternate study with work for credit and pay.

Work may range from 10 to 40 hours per week. Pay begins at minimum wage. Study is required for five hours each week. In this manner students may earn up to three credits per school year.

Students desiring work experience with pay outside of normal school hours are also assisted in finding work commensurate with financial need and their school requirements.

Education is given primary consideration and priority in all of the above work-study programs.

Graduates are assisted in finding jobs when application is made to any of the placement team.

Career opportunities for students are greatly enhanced by means of the co-op program. The co-op program developss actual job skills, provides a job that may lead to permanent employment, gives financial reward for work, improves social and work attitudes for job success, links school and work in a fully supervised and coordinated manner, and provides occupational exploration while still in school.

STAFF

J. Louis Byrd - Job Placement Coordinator

Research Coordinating Unit (RCU)

This program is a Vocational - Technical Division of the Tennessee Department of Education. Funded by the Federal Government, RCU manages research and exemplary projects which result from special needs in education.

Brochures, booklets, and slide presentations are produced. One booklet, *A Guide to Community Services*, will be an invaluable aid for coordinating and utilizing all community resources.

RCU was also vital in the development of two booklets, *The Job Placement Handbook for Teachers and Students* and *The Job Placement Handbook for Sponsors.* These publications let each person involved know exactly what is expected of him/her in Cooperative Education.

A slide presentation and a brochure were also developed describing the necessity and benefits of Cooperative Education. These graphic productions greatly enhance the public's knowledge and acceptance of the Co-op program.

To help provide vocational information to all students and educators, brochures and a series of 15 slide presentations were produced. Each home school will have a presentation designed to introduce all students to each course offered at the Vocational Center. With the information provided, students will then be able to make a knowledgeable decision that could lead them into an exciting and rewarding career.

STAFF

The staff responsible for initiating and designing supportive literature includes:

Fletcher Breeden
Wilma Lynch
Renee Tarbutton Co-op Student

Governors Youth Program (GYP)

The overall objective of this program is to provide career occupational guidance, placement and follow-up services to a selected group of handicapped, delinguent and disadvantaged students in the 14-16 year age group.

The eligible students are provided with a variety of occupational experiences facilitating the choice of a school program that will prepare them for the future. Because of age, transportation problems and school schedules, some of these students have a unique problem which is remedied by federally funded employment in the schools.

Transitional services are also included in the GYP. These 14-16 year olds are also tested in the areas of occupational preference and aptitude. Guidance in planning goals, in working towards a career decision and in developing a desirable work attitude is stressed.

The GYP is also concerned with building a community awareness of the laws regarding the handicapped and truancy regulations and working with community agencies dealing with children who have problems.

STAFF

Terry Nieves - GYP Coordinator

Youth Employment Training Program (YETP)

The YETP aims its services at the 16-21 year old youth who are either economically disadvantaged, who meet CETA eligibility or who have severe handicaps in obtaining employment and have otherwise demonstrated special needs.

Vocational students in the four county high schools as well as in the vocational center are provided with testing, counseling, and instruction needed to develop self awareness and self direction to expand their occupational awareness and aspirations and to develop appropriate attitudes concerning the personal and social significance of work. These services help to facilitate the transition from school to adult responsibility.

YETP includes career employment services for eligible youth by placing them in a learning job experience while still in the main stream of their education. This paid work and educational experience can make a big difference to a potential school drop-out whose financial problems may prohibit the continuation of formal education.

STAFF

Harold Patton - YETP Coordinator
Susan Kenney - YETP Coordinator

CETA Clerk/General Office

This program is funded through 6 percent funds set aside to train people in needed job areas throughout the state. It was selected for Greeneville and Greene County based on employment needs.

The class consists of approximately 15 adults, ages 18 years old and up. Their training is conducted five days a week and is designed to prepare the participant for the many aspects of secretarial work in the modern office. The students work on the development of proficiency in the skills of typewriting, shorthand, filing, bookkeeping, office machines, dictation equipment, office procedures, business English, and business math. The curriculum also provides opportunity for the students to increase understanding of themselves through self-appraisal, self-improvement, and the study of personal relationships. Office simulations, practice sets, projects and assignments, involving organizing work, meeting day-to-day requirements, working under pressure, and working with co-workers and supervisors, provide insights into the operation of business and professional offices.

The program is structured as open entry-open exit, with the students progressing at his/her own pace, and exiting when a specified level of employability is reached. Emphasis is placed on training each individual to meet job market requirements and to reach his/her maximum potential.

STAFF

Sylvia McCaslin - CETA Clerk/General Office Instructor

Basic Occupational Skills Development Program (BOSDP)

The objectives of the BOSDP are to provide programs of Outreach, Assessment, Orientation, Vocational Exploration, and Pre-Employment Preparation for participants (at least 18 years of age) and to provide a program of Basic Skills Development Services to increase participants' chances for success in the job market. As a result of the program, the students will be appropriately channeled into education, employment, or training.

The Local Education Agency (LEA) identifies many resource persons, state agencies, local agencies, industrial councils, and Chambers of Commerce. With the assistance of the agencies, combined efforts provide the necessary *linkage* for program effectiveness. Intense cooperation and interaction between LEA and the outside agencies are imperative for the best assessment and placement of the participants and for the most effective administration of the program.

STAFF

Ann Miller - BOSDP Coordinator
Deborah Whitson - BOSDP Instructor

Industrial Training Service (ITS)

Prospective employees now have an opportunity to learn and/or practice skills needed for the production line through a pre-employment class for Magnavox. This gives Magnavox the unique opportunity to evaluate the prospective employee's abilities before being hired. Upon successful completion of this class, the candidate will be able to walk on the job pretrained, thereby eliminating some of the company's costly training programs.

A chassis line will be assembled in the Radio and TV Department of the Vocational Center. Participants will be instructed in the use of soldering irons, pliers, pneumatic screw drivers, wire wrap guns, and insertion of small parts into a printed curcuit board.

STAFF

Billie Parker - Training Coordinator

VAP/VIP

Vocational Advancement Program (VAP)

The Vocational Advancement Program is designed to help each student maximize his abilities to the fullest so that he may live a life that is meaningful to himself, his family, and society. The aim of the VAP is to help students develop the necessary skills, knowledge, and attitudes that will enable them to enter the world of work.

Vocational Improvement Program (VIP)

The Vocational Improvement Program is designed to help students overcome any difficulty that may be preventing them from making progress in a regular vocational class. It is designed to help students in improving their self-concepts and to develop positive attitudes about life. The program is designed to provide learning experiences to help him/her attain basic skills in math and communications and for advancement in a regular vocational education program.

STAFF

Dr. Joyce Bales - Coordinator of VAP-VIP Programs

Support Staff

Floyd Sellers, Director of Vocational Education
The Director of Vocational Education assists in the formulation and supervision of a comprehensive, modern program of vocational and technical education. He maintains a close working relationship with community and state agencies, area businesses, and industries, in order to provide appropriate training for students consistent with their needs, as established by lay advisory committees, teachers, and State Department of Education. The director is responsible for appraising and evaluating total vocational program to achieve the established goals of providing the opportunity for people to prepare for gainful employment.

Additionally, he advises and assists in obtaining state and federal funds for vocational and technical education programs and assists in recommending and devising appropriate vocational and technical programs for postgraduates and nongraduates in the community. He also works closely with regional and state Vocational Education personnel in all areas of instruction.

Betty Ann Fitzgerald, Administrative Assistant to the Vocational Director
The Administrative Assistant to the Vocational Director is responsible for the maintainance of purchase and disbursement records of CETA programs including YETP, GYP, BOSDP, SYEP, also RCU, VAP-VIP, and other special industrial programs initiated by the Center.

Other duties include consulting with and assisting Vocational Director in coordinating various assigned duties between all staff members; coordinating and distributing secretarial duties for all programs; keeping files, ledgers and reports up-to-date; handling all incoming calls; and maintaining contact with each staff member throughout the day.

Jim Seip, Vocational Center Principal

The position of principal at the Vocational Center entails an over-all type of supervision. The job requires that a person be responsible for the total staff, for the educational well-being of the students, and for the maintenance of the school plant. It involves working with the Vocational Director, Superintendents of the city and county school systems, and other vocational personnel throughout the state. Also there is cooperation and coordination with the five high schools from which students come to the Vocational Center.

Staff development and curriculum planning are two of the main areas of concern for the principal. Other areas covered in the position are student discipline, attendance, and general office administration. Over-all the principal fills the gap between the superintendents, boards of education and the graduating students from vocational programs.

Jerry Renner, Vocational Center Assistant Principal

The Assistant Principal shall be responsible for assisting the principal in regard to the overall operations and daily routines with respect to operating an efficient, smooth running educational institution.

Dr. Joyce Bales, Vocational Curriculum Specialist

To provide assistance and information to director, principals, superintendents and teachers for the continuing development and improvement of curriculum for vocational education programs in Greeneville and Greene County.

Charles Edwards, Adult Education Supervisor

To be responsible for the Vocational Education Center in regard to the overall operation and daily routine with respect to operating an efficient, smooth running educational institution as it pertains to all adult students.

To cooperate with the Vocational Director and Superintendent in an endeavor to guide and give direction to the Vocational Center's adult classes instructors in matters pertaining to curriculum, planning, discipline, and teacher qualifications.

Margaret Huffman, Secretary for CETA Programs

Responsible for and handles secretarial duties for all CETA programs, including YETP, GYP, BOSDP, and SYEP, as designated by administrative assistant. Handles paper work to complete bi-monthly payroll for BOSDP program. Makes any copies necessary for CETA programs. Assist in typing monthly reports for CETA programs.

Superintendent of City Schools
Dr. Robert L. McElrath

City Board Members
Mr. Ray C. Adams
Mr. Don Bible
Mr. Ken Hood
Mr. David M. Love
Dr. Hal Henard

Superintendent of County Schools
Mr. James Parham

Greene County Board of Education Members
Mrs. Fredia Gaby
Dr. Wade McCamey
Mr. D. A. Bowman
Mr. Jack Pierce
Mr. Ben Thompson
Mr. J. C. Solomon
Mr. John I. Myers

VOCATIONAL CENTER ADVISORY COUNCIL MEMBERS

Mr. John Connell
Mrs. John Dority
Mr. Bill Isbell
Mrs. Shirley Jaynes
Mr. Gregg K. Jones
Miss Della Justis
Mr. Brian Keicher
Mr. W. P. Knight
Mr. Charles Kugler
Mr. Allen Lyons
Mr. Terry O'Donovan
Mr. David Ooten
Mrs. Billie Parker
Mrs. Wanda Reagan
Mr. Bill Reynolds
Mr. Argel Ripley
Miss Wendy Waddell
Mr. Ollie Williamson
Mr. Jack Wilson

EX OFFICIO MEMBER

Mr. David M. Love
Dr. Jerry Ward

APPENDIX M

APPENDIX N

VOCATIONAL EDUCATION
GREENEVILLE-GREENE COUNTY
VOCATIONAL CENTER

Greeneville-Greene County
GH
WG
NG
SG
CD
Vocational Center

STUDENT HANDBOOK

Greeneville-Greene County, Tennessee

VOCATIONAL CENTER HANDBOOK

Learn to use your hands as well as your head. I am not belittling education, but the person educated entirely through books is only half educated. There is a kind of practical knowledge and good sense which can flow into the brain only through the use of hands.

By: William S. Knudsen

Welcome

It is with pleasure that we welcome you to the Greeneville-Greene County Vocational Center. Whether you are new to this school or returning, you are the most vital part of the school. We trust that your endeavors and accomplishments as a student will add to the fine history of our school.

Purpose

The Greeneville-Greene County Vocational Center was established for the students of the Greeneville-Greene County School System in an endeavor to train area students to enable them to enter the world of work.

It is the aspiration of all persons connected with the vocational center to give each pupil an opportunity to develop his or her abilities to the fullest.

This handbook is for the convenience and use of interested individuals. It is especially written and prepared for use by students, parents and school staff. It is hoped that each section of this book be taken seriously and adhered to by all parties connected with the vocational center.

Basic Philosophy

The purpose of this school is to train individuals for an entry level job. As we strive to train these individuals, we are aware that we are implanting certain character traits, attitudes, and other personal traits which the individuals may possess throughout life. Therefore, each employee of the school is charged with the responsibility of performing any and every task that would aid the individual toward becoming a totally productive citizen. Not only should the individuals be trained to care for their own personal needs, they should also be made aware of their responsibilities to their family, home, friends, God, and county.

Basic School Objectives

1. To train individuals for entry level jobs.

2. To work with other individuals within the school systems in fulfilling career education objectives for students within the two school systems.

3. To provide vocational-technical training for those individuals who desire and could profit from this type of training.

4. To enable the adults within our community to obtain training that would aid them in obtaining a new or different job.

5. To provide training that would aid individuals to obtain an advancement in their present jobs.

6. To provide pre-vocational opportunities that might help individuals to decide upon their life's work.

Class Offerings

ADVANCED AGRICULTURE provides the student knowledge of livestock production, nursery, crop production, small demonstration-type projects, greenhouse production, and landscaping.

AIR CONDITIONING, REFRIGERATION, AND HEATING prepares the student to install and service cooling and heating systems and learn related sales work for any of these systems.

AUTO BODY REPAIR is the study of body and frame alignment and performing repairs on body damaged automobiles.

AUTOMOBILE MECHANICS will enable the student to learn to perform repair operations on systems of the automobile, truck, and tractor.

BUILDING TRADES involves the study of building materials and methods, blueprint reading, plumbing, masonry, and woodworking, as used in construction of a building.

CARE AND GUIDANCE OF CHILDREN students will learn the skills and attitudes needed to assist or work in the supervision of the various activities of children.

COMMERCIAL GRAPHICS students learn procedures and operations involved in art, photography, and printing as they design and work with techniques and machinery of the trade.

COSMETOLOGY teaches students care and styling of the hair, facial treatments, and manicures.

ELECTRICITY AND SMALL APPLIANCE REPAIR students learn proper wiring methods and techniques, interpretation of the wiring methods and techniques, interpretation of the National Electrical Code, industrial blueprint reading, and to apply learned knowledge as they work on real electrical jobs.

ELECTRONICS AND RADIO-TV REPAIR provides knowledge of fundamentals of current, vacuum tubes, and other semiconductors as applied to the electronics industry.

FOOD MANAGEMENT, PRODUCTION, AND SERVICES emphasizes the correct methods of purchasing, preparing, and serving food.

HEALTH OCCUPATIONS acquaints the student with areas of the health field--nurse, dental assistant, laboratory and x-ray technician and other health service areas.

MACHINE SHOP instruction involves machine tool operation, blueprint reading, basic hand tools, layout and bench work.

SMALL ENGINE REPAIR will train the student to perform repair operations on lawn mowers, tillers, chain saws and similar equipment.

VOCATIONAL ADVANCEMENT PROGRAM is a special program to train helpers for the skilled trade areas, emphasizing occupational skills in shop, home economics, and basic mathematics and communications needed for job placement.

VOCATIONAL IMPROVEMENT PROGRAM individualizes instruction in mathematics and communication for the specific trade areas.

VOCATIONAL OFFICE EDUCATION, INCLUDING BASIC DATA PROCESSING, offers the student training in skills and duties needed for a competent office worker.

WELDING enables the student to learn and perform techniques of oxy-acetylene, arc, TIG, and MIG welding.

COOPERATIVE EDUCATION may be offered in conjunction with any of the above courses. This is a vocational program whereby a business and the school join together to train selected vocational junior and senior students over 16 years of age in their chosen careers. The student spends about half of the day in school studying and learning a career and approximately half a day in a paying job where learning continues with practical experience. Here in Greeneville and Greene County, primarily seniors are in the program. Most students are 17 years of age. A few may be 18 or 19.

High School Credits

Credits granted for successful completion of programs at the vocational center will depend on the time spent in the program. Classes which are two hours in length will carry two credits while three credits will be granted for three-hour classes. Students attending the all day program will receive regular high school credits along with the vocational class credits.

Daily Schedule

The vocational center day is divided into two parts, an A.M. session and a P.M. session. The a.m. section is from 8:30 until 11:15. The p.m. session has two separate blocks of time. All classes except cosmetology and health occupations will meet from 12:15 until 2:50. Cosmetology and health occupations will meet from 12:15 until 3:45.

Students are required and expected to be in class on time, unless their bus should arrive late. Excessive tardiness (other than late bus arrivals) will be counted as an absence.

Transportation

Students are required and expected to take advantage of the bus service provided to and from each respective high school. Any variation from this procedure needs to have prior approval from the home and the high school principal. After receiving proper permission to drive no student should allow another student to ride with them to or from school.

When automobiles are driven to the vocational center it is expected that they will be operated in a safe manner to and from school. Once a vehicle is parked on the vocational center campus the student is to leave the vehicle and not return to it until dismissed from class. Any student driving will be expected to observe all speed limits between schools. Appropriate action will be taken if this policy is not [illegible]

Conduct on Buses

Pupils are under the supervision of the bus driver from the time they leave the home high school until they reach the vocational center and from the vocational center back to the home high school. The following policies apply to all students while riding the bus:

1. Once pupils are seated on a bus they will not change seats without permission from the driver.
2. Drivers may assign seats on the bus if they wish to do so.
3. Pupils will not be permitted to have any dangerous toys or other items on the bus. Science specimens which are to be taken to school in glass jars will also be enclosed in cardboard or wooden boxes. No soft drinks will be permitted on the bus.
4. Pupils will not use tobacco in any form on the bus.
5. Pupils will not be excessively noisy while on the bus.
6. Pupils will be let off the bus only at their designated destination unless written permission from their parents gives authority for the driver to do otherwise.
7. Buses will not stop at stores to permit pupils to make purchases.
8. The principal of a school, on the recommendation of a bus driver, may suspend a pupil from riding a school bus due to misconduct on the bus.
9. If a pupil misbehaves on the way home and refuses to obey the driver when delivered home the driver may refuse to haul the pupil again until the parents go to the school and gets the matter settled with the principal. The driver should talk to the parents about such problems.
10. Pupils will not be permitted to throw any objects while on the bus.
11. Pupils will pay for any damage done deliberately to the bus.
12. Pupils will obey the driver without any back talk.
13. Pupils will not use any vulgar language on the bus.
14. High school pupils who are required to wait at an elementary school on a bus will obey the elementary teachers in charge of bus duty.
15. Any student suspended from one bus is also suspended from all buses until the problem is resolved.

STUDENT CONDUCT

Student Dress

If dress or appearance is, in the opinion of the administration, disruptive to the educational process, action will be taken to deal with the situation. The decision as to what action is to be taken will be considered on an individual basis and appropriate action taken to correct the behavior. The decision as to what is considered appropriate action shall be left to the judgement of the administration. The following general rules apply to the student attending the vocational center.

1. All students are required to wear shoes.
2. Hats are not to be worn inside the building.
3. No shorts, such as bermudas, short shorts, etc., are permissible.
4. No bare-midriff blouses or cut off shirts will be worn.
5. Tank tops must not be [illegible], such as nets, low necklines, etc.
6. No vulgar or obscene patches or lewd emblems are to be worn.
7. The general appearance of students must be appropriate for the training area and should not be disruptive to the educational process.

Drugs

This school will not tolerate the use of drugs (including alcohol) by any of its students. Any student apprehended using or in possession of drugs will be suspended. Law enforcement officials and parents will be notified immediately.

Gambling

Any form of gambling, pitching pennies, card games or other variations is gambling is against local and state rules and regulations. Violators of this policy will find themselves in trouble with the school officials.

School Property

Our school facility is one of the best to be found anywhere. A considerable amount of money and work is expended in keeping the building and campus in the best of condition. Much of this effort is necessary because of the carelessness of students. Damage to the building or campus will not be tolerated. Students are to keep the building and grounds free from litter. The condition of our school is a reflection on the type of people who use it.

Self Discipline

Students are expected to demonstrate self-discipline at all times in their behavior at school and school sponsored activities. Impudence, profanity, obscenity, disorderly conduct and disrespect for authority will not be tolerated. Students must assume the responsibility for knowing what is acceptable and what is unacceptable. The first instance of disrespect to a teacher or administrator will result in suspension from school and the parents and students will be required to come to the school for a conference. A second instance of disrespect will result in a recommendation for expulsion for the remainder of the school year. Fighting, on the school campus, will be considered a serious offense and may result in the suspension of students involved.

[illegible] and [illegible]

No form of bullying, hazing or intimidation of students is acceptable and will result in suspension. Any student having any form of weapon in his possession will result in immediate suspension with a recommendation for expulsion.

Hallways and Halls

Hallways, both exterior and interior, and halls are to be kept cleared at all times. Students are not to block entrance to [illegible] or sitting on the porch leading to and from buses. Students are not to sit on the floor in the hall at any time. Sitting on the floor in the halls blocks traffic and contributes to less than desired decorum.

Boy-Girl Relationships

A part of the purpose of school life is to encourage wholesome relationships between students of all ages and sexes. However, discretion should be used by all students [illegible] to avoid undue familiarity and the violation of accepted standards of conduct. The school considers visiting in secluded areas, arm in arm around the school campus, kissing, petting, and standing in close proximity to each other as violations of accepted standards of conduct.

Smoking

The school discourages [illegible] boys and girls about the smoking habit during high school years. However, if students do smoke, the following rules are to be observed:

1. Smoking in the school buildings is prohibited to students. Violations of this rule will be [illegible].
2. Students are permitted to smoke only in the designated areas.
3. Smoking is not an acceptable excuse for tardiness.

School Attendance

Procedures and Policy

Attending school on a regular basis is one of the most important parts of vocational education. Potential employers are always interested in student attendance records. Attending school on a regular basis is a habit. We ask that you get into the habit of arriving.

Students checking into school after the second [illegible] should bring [illegible] to the office stating their reason for being late.

Early dismissals must have a dated, signed and [illegible] note from parent or guardian. The notes need to be brought to the office [illegible]. Then the note is [illegible] before leaving class. Then, at the proper check-out time, the note is to be turned in at the office [illegible] out.

If for any good reason a student is asked to be [illegible] at the vocational center or [illegible] to the vocational center, they must have the office contact their home school for permission ahead of time. Likewise, if the student is staying at the home school, then the principal's office is asked to call the vocational center for approval.

Following a student's absence from a vocational class, he or she should bring to the teacher a signed and dated note from their parents or guardian with the reason stated for being absent. Teachers may accept notes at their discretion.

If for any reason a student is suspended from their home high school, they are automatically suspended from the vocational center and vice versa.

If for any reason a student misses more than [illegible] days per grading period, they shall receive a failing grade because of attendance. Exceptions to this policy are a doctor's excuse for sickness, a death in the family, taking a driver test, or prearranged with parents and principal. Activities held at the home school when students are obligated to attend do not count against students' class time at the vocational center. The excuse to support the student's absence in case of doctor's visits, death, and prearranged by parents need to be turned into the office for verification.

Tardiness without a valid excuse will be counted against the student. For each three times a student is tardy this will count as one day's absence. This will apply for each and per three times a student is tardy per six weeks.

Grades and Grading Policy

Each student will receive a grade report six times per year (every six weeks). "Final" grades will be sent to the home schools where they are recorded on permanent records.

Students work will be evaluated by the following grade scales:

Superior	A
Above Average	B
Average	C
Below Average	D
Failing	F

To arrive at a student's grade the following evaluation scale is used:

([illegible]) Degree of demonstration to perform assignment and tasks.
([illegible]) Job or skill performance.
([illegible]) Work attitudes including effort, cooperation, etc.
([illegible]) Attendance

If for any reason a student misses more than five (5) days in any grade grading period, they shall receive a failing grade because of attendance. Exceptions to this policy are a doctor's excuse for sickness, a death in the family, taking a driver test, or prearranged with parents and principal. Activities held at the home school that students are allowed to attend do not count against students' [illegible] time at the vocational center.

A vocational certificate is issued to every student upon successful completion of each program. The certificate will indicate the vocational course completed and the area of competence each student has mastered.

Insurance

In the fall of each year students are given the opportunity to buy school accident insurance. The cost is nominal and affords coverage, on a scheduled plan, while students are going to or from school and during school hours. Another plan offers twenty-four hour coverage. Subscribing for these coverages is optional. However, students who attend the vocational center are required to carry this insurance or the equivalent.

Clubs

[illegible] enrollees at the vocational center will have the opportunity of participating in the youth club appropriate to their area of training. The clubs are considered to be an important part of the student's training; therefore, each student is encouraged to join and to be active in the club activities. Presently the following clubs are active:

HOSA - For students in health occupations training.

[illegible] - FHA - For students enrolled in home economics and child care courses.

[illegible] - Available to students receiving vocational office education training.

VICA - For the majority of the students enrolled at this school, encompasses all trade and industry classes.

Guidance

The guidance program for students of the vocational center is based on team effort. The guidance counselor works closely with each teacher and administrator at the school, and, also, maintains close relationships with counselors in each home high school in an effort to make available to students the full range of guidance services. Included in these services are individual counseling, group guidance, occupational information, educational information and placement.

In keeping with the purpose of vocational education, the guidance program places considerable emphasis on these activities:

1. Orientation to the vocational programs for all students in feeder schools.
2. Working closely with home school counselors to properly place students in vocational programs.
3. Helping vocational teachers emphasize good work habits and attitudes as well as technical skills.
4. Assisting teachers in their efforts to help students become more employable by teaching the basic skills necessary for finding and getting a job.
5. Working with vocational teachers, administrators, guidance counselors, and placement coordinators in an effort to properly place each student.

Visitors

The vocational center, like all other [illegible] County High Schools, has a closed campus policy. This means that visitors, other than parents, school related personnel, and adults desiring vocational school information are not allowed on school grounds. When a visitor comes they must register in the school office, stating [illegible] etc., whom and where they are visiting. Violations of this policy are considered to be trespassing and appropriate action will be taken.

There are various reasons for having a closed campus policy. The most important reason is protection of the student from outside sources. The school is liable in some cases for accidents, etc.

It is the responsibility of the principals of all schools operated by the board to see that teachers are on duty from the time of the arrival of the first bus in the morning until the time of the departure of the last bus in the afternoon in order to maintain student traffic and supervise loitering pupils.

The school board encourages parents and teachers alike to adhere to the above rules and discourages loitering of those with no specific or constructive purpose.

[illegible]

[illegible] the Board of Education and the Board [illegible] these books.

[illegible]

[illegible] books [illegible]

[illegible]

Telephone

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Obligations

All students are required to meet any financial obligations--such as the cost of lost or damaged books, materials, equipment, club dues, tickets to concerts, announcements, supplies ordered through the school, etc.--[illegible] grades will be released [illegible]

If for some good reason a student cannot make such payment, [illegible] arrangements with [illegible] in the office. [illegible]

[illegible]

[illegible]

Substitute Teachers

Substitute teachers are an important part of our school and the [illegible]

Fire Drills

Fire drills will be held [illegible] each month [illegible]

Snacks and Supply

[illegible]

[illegible]

[illegible]

[illegible]

Class Representatives.

Each student is an important part of the educational center. Therefore, it is deemed necessary that each student have an opportunity to express concerns to the school administrators that are pertinent to it in the best interest of the school. One method of bringing concerns to the attention of the principal will be through the use of student representatives from each class area.

Students' concerns will be presented to his/her class representative who will later have opportunities to present these concerns to the school administrators. This will take place through the meeting of all class representatives with the principal.

The club leader (president) from each class will serve as the individual class representative.

APPENDIX O

Please see Enclosure 1
of the Basic Report

APPENDIX P

Please see Enclosure 9
of the Basic Report

APPENDIX Q

Please see Enclosure 10

of the Basic Report

APPENDIX R

Please see Enclosure 7

of the Basic Report

APPENDIX S

Please see Enclosure 3

of the Basic Report

APPENDIX T